

BESC-131

Education: Concept, Nature and Perspectives

Block

4

SOCIO-PSYCHOLOGICAL PERSPECTIVE OF EDUCATION

Unit 13

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BLOCK 4 SOCIO-PSYCHOLOGICAL PERSPECTIVE OF EDUCATION

Introduction to the Block

‘Socio-Psychological Perspective of Education’ is the fourth Block of the Course, **BESC-131 ‘Education: Concept, Nature and Perspectives’**. Every discipline has its contexts and perspectives. The discipline of education has also philosophical, sociological, historical, and political perspectives. This Block specifically addresses the socio-psychological perspective of education with special reference to understanding education in view of applying psychological principles and theories in educational discourses and understanding socio-psychological attributes for framing education as a practice.

The first Unit (Unit-13) of this Block, **‘Understanding Education from Psychological Perspective’** describes the concept, scope and methods of educational psychology and explains relationships between education and psychology. The psychological constructs and theories are being practiced in education to study the behavior of the children and to practice it in modifying their behaviour. It is, therefore, said, psychology provides knowledge, and education practices that knowledge in real and field situations.

The second Unit (Unit-14) of this Block, **‘Understanding Education from Socio-Psychological Perspectives’**, discusses the concepts and ideas of social-psychology and their contribution towards understanding education. Specifically, it describes the history and principles of social psychology and their application in educational practices.

The third Unit (Unit-15) of this Block, **‘Shifting Psychological Theories to Understand Education’** explains the concept and principles of behaviourism, cognitivism and social constructivism and their implications for educational practices. Mostly, when we deal the children in the teaching-learning process, we engage them by applying the conventional pedagogy as an approach. The recently used constructivist or social constructivism approach is different from the earlier practices of behaviourism and cognitivism. This Unit will engage you in understanding the theoretical, principles of the above three approaches and its implications for educational practices.

The fourth Unit (Unit-16) of this Block, **‘Understanding Socio-Psychological Attributes’** elaborates the concepts, theories and measurement of various attributes of human child such as intelligence, aptitude, creativity, motivation, attitude, personality, etc. and uses it in their educational practices. We measure the above attributes by using certain tools and techniques to understand the children and accordingly to design the teaching-learning process. Further, the implications of the above attributes for the teaching-learning process have also been discussed.

UNIT 13 UNDERSTANDING EDUCATION FROM PSYCHOLOGICAL PERSPECTIVE

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13.1 INTRODUCTION

In this Unit, you will study about the concept of education and its relationships with Psychology. You will also study about the Scope and Methods of Educational Psychology.

Educational psychology involves two words “Education” and “Psychology”. Education modifies the human behavior and Psychology studies human behavior. Educational Psychology applies the knowledge of psychology to explain the phenomenon of Education. Many a times, we observe that teachers with the same qualifications show difference in communicating their ideas in the classroom. This difference may be due to the lack of the knowledge of Educational Psychology i.e. the knowledge of the learner, their abilities, skills, attitudes and the influence of learning environment, etc.

13.2 OBJECTIVES

After going through this Unit, you should be able to:

- explain the concept of educational psychology;
- establish the relationship between psychology and education;
- discuss the scope of educational psychology; and
- explicate methods of study in educational psychology.

13.3 EDUCATIONAL PSYCHOLOGY: MEANING AND DEFINITION

Educational Psychology is that field of study where the practical applications of the knowledge of psychology are put into use in the field of education. In other words, it deals with the application of the theories of psychology, its principles, and techniques to understand human behavior in educational situations. Some Psychologists have defined educational psychology as follows:

According to Skinner, “*Educational Psychology is that branch of psychology which deals with teaching and learning.*” (1958, p.1)

According to Peel, “*Educational Psychology is the Science of Education.*” (1956, p.8)

According to Crow and Crow, “*Educational Psychology describes and explains the learning experiences of an individual from birth through old age.*” (1973.p.7)

In view of the above definitions, we can deduce that educational psychology deals broadly with the learner, nature of learning, growth of human personality, differences among individuals and the study of the person in relation to society or educational environment. It deals with the principles and techniques needed for understanding the behaviour of the pupils and bringing desired changes in their behaviour for the overall development of their personality. Educational Psychology is also called as the science and technology of education. Thus, Educational Psychology helps the teacher plan teaching learning experiences and select appropriate methods and strategies for effective teaching in the classroom.

13.3.1 Relationship between Education and Psychology

Psychology is the science of behavior and is closely related to the teaching learning process. Behavior of the children can be moulded in the desired direction with the knowledge of psychology. The knowledge of educational psychology is necessary to modify the actions of the learners or to shape their conduct and personality. Thus, there is a rational relationship between education and psychology. The teacher needs to have the knowledge of the developmental stages of children and their characteristics. This knowledge helps the teacher manage the class appropriately and also attain the objectives of teaching. Earlier, teaching-learning process was teacher centered and now it has become learner-centred. Teaching-learning activities are planned, designed and implemented with learners in focus.

Learner centered education

Education needs to be learner centered. The needs, interest and the ability of the learner play an important role in the learning process. Hence, for planning and organizing any educational task, the knowledge of psychology is needed. This is the reason why stress is given on the psychological base of education by almost all educators. Base of education must be centered on psychological principles and theories advocated by Froebel, Pestalozzi and Montessori. Psychological principles help in understanding almost all aspects of education.

Application of psychological principles in education

- Principles and theories developed in psychology are applied to different educational situations. In this way, education and psychology are inter-related with each other.
- The psychological principles are taken into consideration while preparing the curriculum. The age, interest, aptitude, abilities of learners, individual differences, etc. are considered while planning the curriculum.
- The methods of teaching, teaching techniques, as well as the motivational techniques used by the teachers are based on the theories and principles of educational psychology.
- Psychology helps in finding solution to different educational problems through research.
- School time table is prepared keeping in mind the psychological principles.
- Effective school administrations and organization needs knowledge of psychology.
- Exceptional children are studied with the help of the knowledge of psychology.
- Psychology helps in dealing the problem of discipline in the school.
- Educational psychology provides knowledge about mental health of the teacher.
- Psychology provides knowledge about evaluation procedure for fostering better learning in the school.

So, we cannot think of educational practice without the knowledge of psychology.

Role of Educational Psychology

Educational psychology helps the teachers in the following ways:

- i. Infancy, childhood and adolescence are different stages of development in the life of a person. Each stage of development has its own characteristics and needs. Studying the growth and development is one of the objectives of educational psychology. Therefore, educational psychology helps teachers to understand the growth and development of the children.
- ii. Knowledge of educational psychology helps the teacher in designing teaching-learning strategies. It also helps the teacher to select the methods, techniques and maxims of teaching as per the individual needs and differences.

- iii. Educational psychology helps a teacher to understand the personality and other differences among students of a class. Therefore, knowledge of educational psychology helps the teachers to deal with such students as understanding personality is also an objective of educational psychology.
- iv. Knowledge of educational psychology helps the teacher to make his/her teaching innovating. Teacher can also develop innovative strategies of teaching which help him/her in effective teaching and communication.
- v. Many a times, maladjustment behavior of the children create problem in the teaching learning process but with the knowledge of educational psychology, teacher is able to study the mental health of the children and the factors responsible for their mental health and maladjustment behaviour.
- vi. Framing of curriculum at different stages of education follows the psychological principles. In the present time, we use constructivist pedagogy to develop our curriculum and to facilitate the students to construct their own knowledge. Constructivist pedagogy is designed upon psychological principles. Therefore, educational psychology plays an important role in framing curriculum.
- vii. The learning outcomes of the students are measured with the help of the Psychological tools. Knowledge of educational psychology is also required for developing different psychological tools. Therefore, the role of educational psychology is to help the teachers develop different psychological tools, specifically for use in their classroom teaching as well as for other research purpose.
- viii. Knowledge of the Guidance and Counselling is also an important part of Educational Psychology. In order to provide guidance and counseling to the students, knowledge of educational psychology is required. Therefore, educational psychology plays an important role in providing guidance and counseling to the students.

Check Your Progress 13.1

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

1. What is Educational Psychology?

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2. How are Education and Psychology related?

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3. How does knowledge of Educational Psychology help a teacher?

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13.4 SCOPE OF EDUCATIONAL PSYCHOLOGY

The scope of education is very wide. You can understand the scope of Educational Psychology from the subject matter it deals with. As an area of study in 'education', Educational Psychology deals with the stakeholders of education as well as the processes of education. The subject matter of Educational Psychology comprises the following components of educational process:

- i. Learner
- ii. Learning Experiences
- iii. Learning Process
- iv. Learning Situation or Environment
- v. Teacher

13.4.1 Learner

The whole subject matter of educational psychology revolves around the learner. It is the learner who needs to be studied well at all the stages of development. Educational Psychology provides knowledge by which we can understand our learners. It helps us to understand developmental characteristics of the learners, their individual differences related to intelligence, their adjustment abilities and personality. Learners' ways of thinking, attitudes, intelligence, aptitudes, interests, creativity, self-concept, etc. are also studied in Educational Psychology. Therefore, understanding learners and accordingly providing them with necessary learning facilities come under the scope and purview of educational psychology.

13.4.2 Learning Experiences

Teacher plans various learning experiences for the learners. Educational psychology helps teacher in selecting the appropriate techniques and methods for transaction of learning experiences. Teacher plans different learning experiences for their learners at different stages of their academic growth and development.

13.4.3 Learning Process

Educational psychology helps a teacher in planning and implementing teaching-learning activities. After knowing the learner and deciding what learning experiences are to be transacted, teacher makes use of the laws, principles and theories of learning in his/her teaching-learning activities. Other processes in learning such as memorizing and forgetting, intuitive understanding, concept development, problem solving, thinking and ways of analyzing, transmission of learning, and ways of facilitating efficient learning, etc. are also considered by teacher while planning and implementing teaching-learning activities.

13.4.4 Learning Situation or Environment

For the smooth operation of the teaching-learning process, the teacher ought to have the knowledge of conducive conditions for learning like classroom environment and group size in the class, media and techniques that support learning and counseling techniques and practices, evaluation techniques, etc. Educational Psychology helps the teacher to create learning scenarios or environment for efficient student learning.

13.4.5 The Teacher

The teacher is a significant component of teaching learning process. Educational Psychology helps the teacher to take part in the teaching-learning process effectively. It specifies the role of teacher in the teaching learning process. It throws light on the personality traits, qualities, interests, abilities, attitude and the characteristics of successful teacher.

Though the entire scope of Educational Psychology is included in the above mentioned five key-components, it may be further expanded by adding the following:

- Educational Psychology studies human behaviour in education. It deals with the modification and improvement of human behavior. Hence, educational psychology encompasses the whole field of education.
- Educational Psychology aids in studying growth and development of the children. How a child goes through different stages of growth and development, and what are the distinctiveness of each stage are integrated in the study of educational psychology. It provides knowledge about intellectual, moral and social development of a child.
- Educational Psychology also deals with the heredity and environment. It discusses the contribution of heredity and environment to the growth of the individuals and how this knowledge can be made use of to bring out the optimum progress of the child.
- Education means development of all qualities of a human being. Educational Psychology deals with the nature and development of the personality of an individual.
- All human beings vary from each other. The concept of individual difference in the educational process is understood with the help of Educational Psychology.
- As discussed earlier, educational psychology assists the teachers to provide guidance and counseling to the students.

We can conclude by saying that Educational Psychology is slender in scope than general psychology. While general psychology deals with the behaviour of a human being in a general context, educational psychology is concerned with the behaviour of the students in an educational setting.

Activity 1

Educational Psychology is a dynamic subject. Discuss.

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Check Your Progress 13.2

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

4. How does Educational Psychology' help a teacher?

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5. How is teacher one of the components of subject matter of Educational Psychology? Explain

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13.5 METHODS OF EDUCATIONAL PSYCHOLOGY

Educational psychology is an applied branch of general psychology. Therefore, it uses the research findings and principles developed by psychologist to improve teaching-learning process. The main aim of educational psychology is to develop necessary skills and competencies in the prospective teacher so as to enable him/her to understand, control and predict the behaviour of learners in educative process at different levels. To accomplish this, various methods are employed to collect data on problems of behavior of the learners. Generally, educational psychology uses similar methods as that of general psychology, like introspection, observation, experiment, case study and clinical methods.

Therefore, in the study of behavior of children, adolescents and adults in educational situations, the following methods are commonly used.

- i. Introspection Method
- ii. Observation Method
- iii. Experimental Method
- iv. Survey Method
- v. The Clinical Method
- vi. Case Study Method

13.5.1 Introspection Method

Introspection is one of the most popular methods of educational psychology. Introspection involves observation of self, i.e., to report, evaluate and examine one's own mental state. Introspection implies self-observation i.e. to comprehend one's own state of mind or to see one-self from within. It can also be defined as self-observation method. The founder of this method was 'Wilhelm Wundt'. In this method individuals perceive, analyze, and report one's own feelings. This is a purposeful systematic process.

Merits of Introspection Method

Introspection method has the following merits:

- Introspection is known to be the easiest method amongst all the methods of Educational Psychology.
- It is an economical method since the subject and the investigator are the same and there is no need of laboratory. It is a very easy method and requires no equipment.
- It helps teacher in understanding the mental state, and feelings of a learner. It gives information about one's own self which is difficult to understand by other methods.
- In most researches, introspection method is used. It helps teacher in improving his/her teaching method and strategy.

Drawbacks of Introspection Method

- It is very difficult to study one's inner behavior by one self.
- The data of the introspection method may not be reliable and valid since the investigator may become subjective and biased when s/he looks into his/her own feelings.
- Every person is not capable of doing introspection for e.g. abnormal individuals and children cannot do introspection.
- Introspection demands a lot of skill and training that need to be acquainted by an individual.
- This method lacks objectivity and is subjective in nature.
- This method is not reliable because there are constant changes in the mental processes of the human mind and thus difficult for one to introspect.
- Introspection cannot be employed on children.
- Introspection is regarded as an unscientific method.

Hence, we can wrap up with concluding that the introspection method can't be considered as accurate; the limitations can be overcome by proper training, and only then, it can become valuable. Introspection has no doubt limitations, but in experimental psychology, introspective report of the subject is very important.

13.5.2 Observation Method

Observation is the oldest and most used method of educational psychology. It is considered as the most suitable method for the study of human behaviour. By this method we can get information about the behavior of the individual by observing his/her activities. The mental state of a person can be understood by observing the external behaviour of a person.

During observation we come to know about the environment through our sense organs. The following steps are followed in the observation method:

- Planning and preparation for observation
- Observation of the behavior
- Analysis and Interpretation of the observed facts
- Generalization of the results

Observation may be controlled or uncontrolled. Controlled observation is also called as **Experimental Observation**. Observation under controlled condition is known as controlled observation. Uncontrolled observation is called as **Naturalistic Observation**. This observation means observing the behaviors of others in uncontrolled or natural conditions.

Types of Observation

There are different ways in which observation can be conducted. Some of the types are as follows:

- Formal Observation
- Informal Observation
- Participant Observation
- Non-Participant Observation

Formal Observation: In this method, observation is carried out in a formal way. In this type of observation, the subject is informed of the purpose, the place, date, time of the observation. However, such type of observation cannot provide valid and reliable conclusions. For example, prior to observation if any school is informed of the purpose, date and time of inspection, such a formally announced observation will make the authorities of the school alert and surely fail to achieve its objectives. So, the real behavior of the participants cannot be studied.

Informal Observation: This type of observation is carried out without informing the individual of the purpose, place, date and time of the observation. The individual remains unaware of the fact that his/her behaviour is being observed. The behaviour of the individual is observed in the natural setting. The individual remains natural and his/her true behaviour and personality can be studied.

Participant Observation: In this type of observation, the observer joins with the individual whom he/she wants to observe as a participant in his/her activity. For example, the observer may join with the individual in any academic activity and thus gets the opportunity of observing his/her behaviour. But there is a limitation to this method as the observer's presence may obstruct the natural response of the individual.

Non-Participant Observation: In this type of observation, the observer may take such a position that the individual who is being observed doesn't come to know. The individual is not able to notice the observer. Observation is done without the subject getting any idea that he/she is being observed. The use of secret cameras, video and audio recording can serve this purpose. The purpose of this observation is to study the natural behaviour of the individual without making him/her aware of the presence of the observer.

Merits of the Observation

- Observation method is more scientific than introspection method. It studies the behavior of the subject in its natural and original form.
- Observation method is a valid and reliable method for carrying out any study.
- Observation method studies the present behaviour. The investigator does not have to care about the past history or behaviour of the individual.
- The behaviour can be studied repeatedly till the proper response is obtained. The behaviour can be observed by a single observer as well as by many.
- The observation method is economical. We don't need any special laboratory, time money and labour. Nor do we need a specially trained person to investigate the behaviour by this method.
- We cannot only study the behaviour of human beings but we can also study the behaviour of plants, animals, birds, etc. with the help of observation method. This method has a wide scope and application in educational research.
- Observation method helps in collecting both qualitative and quantitative data for the purpose of the research.
- This can be used anytime and anywhere.

Demerits of the Observation

- It is very difficult to get trained observers. In the absence of trained observer, the observation work is bound to suffer. Thus, skilled observers are needed so that irrelevant data is not collected.
- Observation is subjective. The results of the observation can be affected by the subjective factors of the investigator. The interest, values, bias and

prejudices of the investigator may distort the results of the observation.

- Sometimes the subject behaves artificially in some circumstances. This may also lead to wrong observation.
- If the observer has partial attitude towards the subject, it also affects the result of the observation. Observer may favour the subject he/she likes and looks down upon the one he/she dislikes.
- Observation method totally depends on the external behavior of the subject. It does not speak about the internal mind set of the subject, thus this method lacks reliability and validity.
- The behavior observed at a particular time and place is not repeated at the other time and place. Each natural situation just occurs only once, thus it lacks repeatability.
- It is difficult to observe the personal problems and experiences of the subject.
- Observation method cannot be used to observe the total behaviour of the individual. It studies only the external behaviour, but the internal behaviour remains unexplored.

13.5.3 Experimental Method

In the experimental method, importance is laid on the experiments and the observed outcomes. The phenomenon or the material is put to test in this method. This technique has been developed in psychology for the scientific study of human behaviour. This method helps in understanding, controlling and predicting the behaviour. Experimental method is planned and follows systematic observation of the phenomenon. Experimental design is used in this method to provide important guidelines to the researcher to perform research systematically. The experimenter needs a laboratory or a classroom or any place in the community for conducting his/her experiment. The behaviour of the controlled group and the experimental group are compared through this method.

Characteristics of Experimental Method

- It enables us to study behaviour under controlled conditions.
- It is scientific in nature.
- The experimental method can be repeated without any difficulty.
- It follows the process of randomization.
- The results or conclusions arrived at through this method are reliable and generalizable.

Steps of Experimental Method

Usually the following steps are followed in conducting experiment.

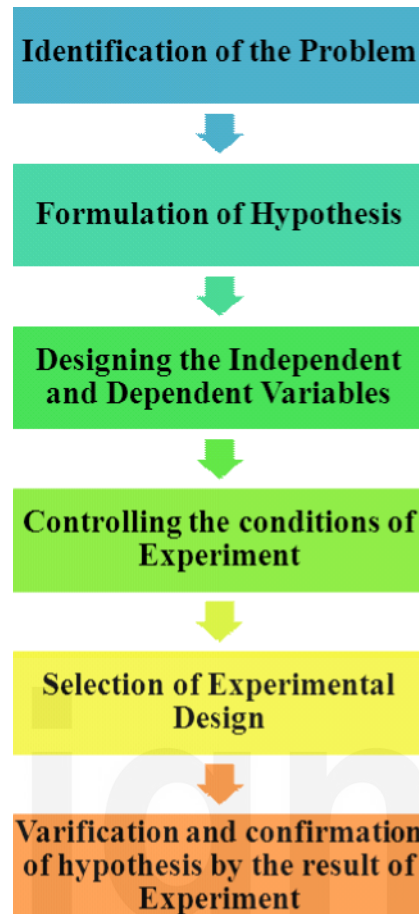


Fig. 13.1: Steps followed in Experimental Method

The following are the essential features or requirements underlying the experiment:

Table 13.1: Essential features and requirements of experimental method

Essential Features	Requirements of Experiment
Psychological laboratory	There should be psychological laboratory fully equipped with apparatus.
Experimenter	There is an investigator
Subject	There is a subject or subjects on whom the experiment is performed.
Stimulus	By “stimulus”, we mean any external input in the environment which prompts the organism to behave, or to react.
Response	Response is reaction to the stimulus. It is also defined as alteration in behaviour which can be observed. The observable change in behaviour is known as response.
Variables	When we do an experiment, usually we use the variables, which may be dependent or independent variables. We do experiment in a controlled condition and find out the effect by observing the changes occurred in the variables.

Merits of Experimental Method

- Experimental method is most reliable, valid, systematic, precise and objective method of psychology.
- Psychology is considered as a science as experimental method is used to study psychological behavior of human beings.
- This method has universal application. It can be applied on everyone. Even animals can be studied with the help of this method.
- Intelligence, personality, attitude, individual differences, mental disorders and other psychological traits can be studied by this method. This method is applicable to all the branches of psychology.
- This method is applicable to study special activities like the phenomena of conditioning, reaction time of the subject, etc.
- Experimental method can be pre-planned.
- The conditions can be controlled and varied by the experimenter systematically. Experiment can be repeated as many times as required.
- Results of the experiment can be verified.

Demerits of Experimental Method

- Experimental method is very lengthy, time and energy consuming.
- A well-equipped laboratory or apparatus is required in this method; thus it is very expensive method. It also requires experts to conduct experiment.
- It is not an easy method. Sometimes, it becomes difficult in controlling variables.
- At times, there is a problem of measuring dependent variable. This also limits the scope of this method.
- In the laboratory, we control all other variables and arrive at a finding regarding the relation between a specific stimulus and a specific response. In actual life, several stimuli act at the same time and several responses appear. Hence there is a gap between the laboratory experiments and life.
- We cannot study all the phenomena by this method.
- This method has the restriction of time and place.

13.5.4 Survey Method

We use survey method to study and analyze important aspects of a pattern, a particular behaviour, and present status and quality of an existing group. Many personality characteristics of a group like interest, aptitude, attitude, habits, can be studied with the help of survey method. Survey method is used to obtain desired specific information through an extensive study involving all the members of the population or its representative sample. There are two instruments of collecting the information by the researcher in the survey method.

1. Questionnaire
2. Interview

Questionnaire in survey

Questionnaire is a form containing systematically planned questions. It is given to the respondents to collect answers to questions asked. The respondents belong to a given population or a representative sample. There are two types of surveys which are conducted by using questionnaires. They are **Mail Survey** (questionnaires are sent through surface mail or email or online); and **Door to Door Survey** (in this mode, the investigator goes to the respondent's house or office to fill up the questionnaire).

Interview technique

It is a technique of collecting information from the respondent in face-to-face manner. There are two forms of interview:

- **Structured or Standardized Interview:** In this format the interview is structured and standardized well in advance as per the requirement and questions are set with probable response options.
- **Unstructured or Non-Standardized:** In this format, the interviewer is free to ask any question to the respondents to get the desired information.

Merits of Interview

- Proper rapport can be established which helps in getting the most confidential information.
- Face to face interaction between interviewer and interviewee.
- We can collect the most confidential information.
- It is a flexible tool.

Demerits of Interview

- The respondent may not reveal real responses.
- It suffers from subjectivity of the investigator.
- It needs a skilled interviewer.
- It is expensive in terms of labour, time and money.

13.5.5 The Clinical Method

This method is designed to deal with the problems of maladjusted individuals. Its primary role is to collect detailed data on the behavioural problems of disturbed and deviant individuals. The main objective of this method is to learn about the individual or a group of individuals to identify and analyze their specific problems and give suitable suggestions and treatment. The clinical method is used by clinical psychologists, psychiatrists, social workers and teachers to understand the causes and sources of people's fears, anxieties, worries, and obsessions, their personal, social, educational and vocational maladjustments, etc. This method is used to diagnose the problem, treat the individual by giving him/her suggestions.

Methods of Diagnosis:

The problem behaviour or the maladjustment of an individual can be diagnosed by using many techniques such as physical examination, case history, clinical

interview and appraisal of abilities and aptitudes. The behaviour of the patient is changed by giving him/her treatment, so that, he/she is able to adjust well to the environment. Thus the diagnosis is conducted by the psychologist to bring the change in the behaviour.

13.5.6 Case Study Method

The case study method is a comprehensive method in which the investigator studies the past history related to the problem, the present status and the future possibilities of dealing with problem of the individual case. The individual who is confronted with an educational, mental, social, emotional or personal problem is called a 'case'. As the doctor or lawyer solves the problem of his/her clients, similarly in the case study method, the researcher diagnoses the problem of the patient and provides remedial measures. This method is applied to learn about special behavioural problems of an individual by psychiatrists, especially psychologist and trained teachers. The main objective of this method is to diagnose and treat behavioural problems and provide better guidance and counselling.

The following steps are followed in the case study method:

- Obtaining basic preliminary information about the subject's name, age, sex, parent's age, education, occupation as well as social status.
- Conducting proper physical check-up of the individual in order to ascertain whether his/her behavioural problem is due to any disease. Only in the absence of any physical ailment can psychological treatment start.
- Ensuring that the subject is comfortable with the investigator. The investigator (teacher or psychologist) should be friendly and the language of collecting data must be simple so that free and frank responses can be obtained.
- Ensuring that the investigator does not tire the subject; instead, regular intervals of rest should be given.
- Observing the behaviour of the individual in natural setting and working conditions.
- Taking special care in the post treatment episode so that there is no reappearance of the trouble.

Merits of Case-study Method

- The overall investigation of the behaviour of the individual is carried out through this method.
- This method is very much useful for the treatment of problem children, delinquents, maladjusted, emotionally and socially disturbed individuals.
- This is a comprehensive study of the behaviour. The results of this study are reliable, objective and valid.
- This method helps in giving proper guidance and counselling to the individual since the investigator comes very close to the individual during the study.

Demerits of the Cast-study Method

- The case study cannot be entrusted to classroom subject teachers. It needs technical experts to deal with the subjects.

- The case study method is very comprehensive and extensive. This method demands time, labour and money.
- Data collected from various sources for investigation may not be valid, reliable and objective for the analysis and investigation of the case.
- Sometimes, the information obtained may become highly subjective and that may not be reliable and valid.
- The likelihood of errors in understanding the troubles as well as treatment is high; therefore extreme care must be taken to minimize the mistakes.

Check Your Progress 13.3

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

6. Discuss the merits of experimental method.

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7. Explain the clinical method of educational psychology.

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8. What do you mean by case study method?

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13.6 LET US SUM UP

Educational Psychology deals with studying human behavior in educational situations. It is an application of the knowledge of psychology to the field of Education. In other words, it deals with the application of the theories of psychology, its principles, and techniques to study human behavior in educational situations. There is a logical relationship between education and psychology. The teacher needs to have the knowledge of the developmental stages of children and their characteristics. This knowledge helps the teacher to manage the class appropriately and also achieve the objectives of teaching. In the earlier times, education was teacher centered but in modern times, it is child centered. The learner is the pivot

around which all the elements of teaching learning revolve. The important factors of educational process around which the subject matter of educational psychology revolves are the learners, learning experiences, learning process, learning situation or environment and teacher. The main aim of educational psychology is to develop necessary skills and competencies among the prospective teachers to enable him to understand, control and predict the behaviour of learners in educative process at different levels. To accomplish this, various methods are employed to collect data on problems of behavior of the learners. Generally educational psychology uses similar methods as that of general psychology, like introspection, observation, experiment, case history and clinical methods.

13.7 REFERENCES AND SUGGESTED READINGS

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13.8 ANSWERS TO CHECK YOUR PROGRESS

1. Educational Psychology is that field of study where the application of the knowledge of psychology is used in the field of education. In other words, it deals with the application of the theories of Psychology, its principles, psychology, and techniques to study human behavior in education.
2. Psychology is the science of behavior and is closely related to Education. The behavior of the children can be modified in the desired direction with the knowledge of psychology. Thus, there is a logical relationship between education and psychology.
3. Knowledge of educational psychology helps the teachers in guiding the children related to their development at the infancy, childhood, and adolescence period. It also helps the teachers to know the problems of the child and to provide remedial instructions to them. It helps the teachers to design teaching-learning strategies for classroom teaching at different stages of education. Further, it helps the teachers to understand the individual differences of the students and to provide education accordingly. Educational psychology also helps to develop curriculum and preparation of different tools for the use at the classroom teaching.
4. Educational psychology helps a teacher to understand learner, learning experience, learning process, learning situation or environment and also himself/herself.

**Socio-Psychological
Perspective of Education**

5. Knowledge of educational psychology is very much important for the teachers as they deal the students in their everyday activity in schools.
6. Experimental method is a reliable and valid method; it is a systematic and scientific method; it is verifiable; result of experimental method is objective and comparatively error free; etc.
7. Clinical method is designed to deal with the problems of maladjusted individuals. Its primary role is to gather detailed information on the behavioural problems of disturbed children. The main aim of this method is to understand the individual case or cases of group to detect and analyze their specific problems and give suitable suggestions and treatment.
8. Case study method is a comprehensive method in which the investigator studies the past history related to the problem, the present status and the future possibilities of dealing with problem of the individual case. The individual who is confronted with an educational, mental, social, emotional or personal problem is called a 'case'. A case study is done systematically and scientifically.



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UNIT 14 UNDERSTANDING EDUCATION FROM SOCIO-PSYCHOLOGICAL PERSPECTIVES

Structure

- 14.1 Introduction
- 14.2 Objectives
- 14.3 Concept of Social Psychology
 - 14.3.1 Study of Social Behavior of Human Beings
 - 14.3.2 Study of how People Perceive about Others
 - 14.3.3 Study of Thinking, Feeling and Action of People
 - 14.3.4 Study of Causes of Individual's Behavior in Social Situations
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- 14.4 History of Social Psychology
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- 14.6 Relation between Education and Social Psychology
- 14.7 Chief Proponents of Social Psychological Concept
- 14.8 Let Us Sum Up
- 14.9 References and Suggested Readings
- 14.10 Answers to Check Your Progress

14.1 INTRODUCTION

Children acquire a lot of learning experiences from the close interaction with the environment where they live, be it their family, peers, club, playmates, neighbourhood, etc. These learning experiences of the children need to be a part of our teaching-learning process. Teaching-learning process is primarily a social activity. Therefore, educational activities cannot be organized by a teacher without understanding social-psychological context of learners. Social psychology, as a field, helps to understand the nature of social behavior, inter-personal relationships, determination of individuals towards others and different situations, etc. It differs from other social sciences in its focus in regard to individual's thought and behavior. The present Unit focuses on understanding education from Socio-psychological perspectives.

14.2 OBJECTIVES

After learning this Unit, you should be able to:

- define social psychology;
- explain the areas in which social psychology is operates;

- understand the principles of social psychology;
- explain the main proponents of social psychology;
- review the history in the area of social psychology; and
- apply the rules of social psychology in the field of education.

14.3 CONCEPT OF SOCIAL PSYCHOLOGY

In our daily life, we interact with our family members at home, with our neighbours in the community, with friends and teachers in schools or colleges and with a number of other people on different occasions. Establishing relationships through social interactions characterize human beings as social beings. As social beings, all members of the society are related to each other to bring meaning to their lives. Making relationship is a vital factor for social well-being. Maslow (1970) listed 'belongingness' as the third most important motive after primary need in a hierarchy of needs. Dalai Lama rightly said that our purpose in this life is to help others. Thus, how individuals interact and behave with others, why they behave, think, feel in different social situations are pertinent questions which need to be answered. Thus, Social Psychology covers the following areas:

14.3.1 Study of Social Behavior of Human Beings

Social psychology attempts to understand the social behavior of individuals. Behaviors of individuals are determined by both human characteristics like personality, attitudes, interests, thinking, belief systems, etc. as well as external factors operating in social environment. Social behavior of an individual is systematically studied. For example, your behavior may be studied by asking certain questions like:

- Are you able to share things and objects with others?
- Why do your ideas or thinking conflict with others?
- How do you handle such conflicts?
- Do you contribute ideas and suggestions for other members of your community?
- Do you accept others' ideas or suggestions?
- What seems to be your defense mechanisms?

So, social psychology focuses more on individuals- how one thinks about others and in what way s/he is influenced by them (Fiske, 2004).

14.3.2 Study of how People Perceive about Others

Social psychology is a branch of psychology concerned with social behavior of human beings; how human beings are influenced by each other and how one's belief system affects perception (Markus, 2005). It is an applied science in which principles, methods and theories of psychology are applied to explain and understand human behavior. It tries to study influence of other persons which regulate one's behavior. So, social psychology studies how people perceive about others; how they are influenced by each other and how they interact with one another resulting

in social relationship. It is more focused on social behavior of an individual. It is concerned with individuals' 'opinions and their impact' on one another.

Study of Social Perception

- A member's attitude towards others (Affection, Love, Trust, Hate, etc.)
- Strength of his/her feelings (deep, casual, indifferent)
- How does he/she get along with others?
- How does he /she wish people would behave towards him/her?

Thus, how people perceive, how they are influenced by others and how they interact with one another to bring about social relationship are studied by social psychology, which is illustrated in the Figure 14.1:

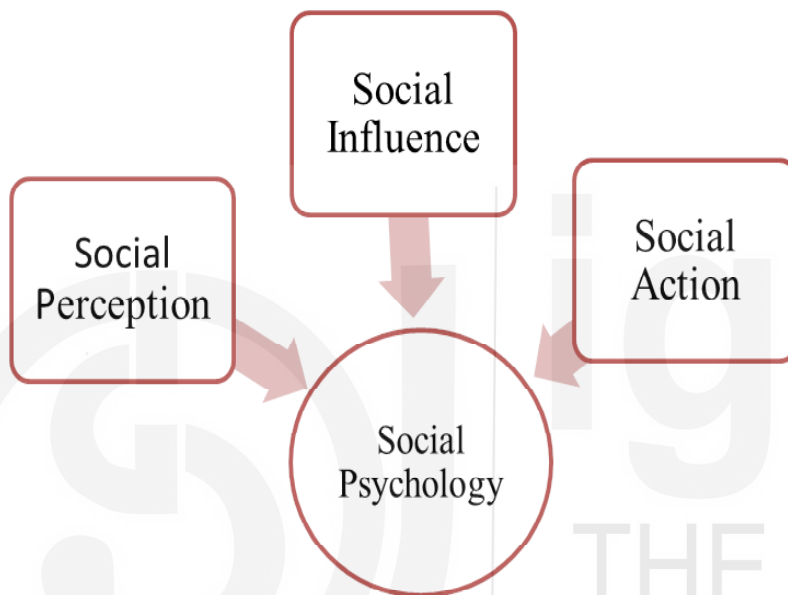


Fig. 14.1: Components of Social Psychology

14.3.3 Study of Thinking, Feeling and Action of People

Social psychology studies human thinking, factors of influence and relationship among us by inquiring into our thought processes. Individual's thoughts, feelings and actions are influenced by the real as well as imagined presence of others. These are manifested in terms of social behavior. These behaviors are studied by social psychology. The interaction among thinking, feeling and actions of one's solid behavior is represented in the Figure 14.2.

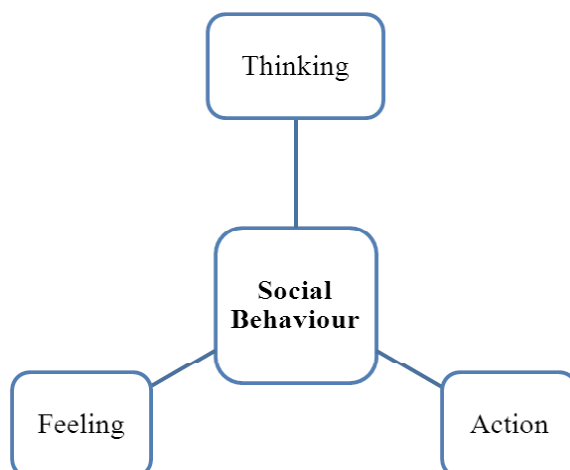


Fig. 14.2: Components of Social Behavior

In order to understand social action and behavior, let's examine the following social actions.

An Illustration on social action:

Examples of social actions are given below. You have to examine these social actions to find out expected social behaviour.

1. There is a goal which group members understand and agree on.
2. Members sometimes disagree with each other over suggestions, but most suggestions are relevant to problems.
3. Occasionally, there are expressions of warmth.
4. There is a movement towards some solution to the problem.

Then, you may infer about the social behavior of members that,

- Members are working hard on a problem.
- Expression is constructive rather than destructive.

14.3.4 Study of Causes of Individual's Behavior in Social Situations

Social psychology studies the causes of the behavior of the individual in social situations. The causes of human behavior are inquired into through social psychology by asking questions such as:

- How can we convince people to change their attitudes or to adopt new ideas and values?
- How do we come to understand other's likings or dislikings?
- Why are some people connected with others and why are some isolated from others?
- How are we influenced by what others do?
- Why do some people exhibit aggression, cruelty and violence towards others?
- Why do some people put their lives at risk in order to help others?

14.3.5 Defining Social Psychology

Social psychology is a branch of study which studies how people influence others in their thinking, feeling and actions. Social influence is the change of behavior that one person causes to another, intentionally or unintentionally. It is the way how people change their attitudes or behaviors towards others. It results from a specific action. For example, social influence can eliminate superstitions among people. Social psychology studies the factors influencing good relationships with others. Why does one become friendly and at other times becomes unfriendly and aggressive? Why do some people behave in one way and others in another way in social settings? Answers to such questions constitute the subject matters of social psychology. Thus, Social Psychologists deal with social behavior.

Psychologists viewed social psychology from different perspectives. Let us study some definitions of social psychology.

Mc Dougall (1908): ‘Social psychology studies inter social stimulation and response, social attitudes, values and personalities.’

Allport (1924): ‘Social psychology is the science which studies the behavior of individual which describes the consciousness of the individuals.’

J.M. Williams: ‘Social psychology is the science of motives of people living in social relationship.’

Ellwood (1924): ‘Social psychology is the part of sociology and accordingly defined as the science of the origin, development, structure and functioning of groups.’

Kurt Lewin (1936): ‘Social psychology is the scientific study of individual behavior in social situations.’

It is revealed from the afore-mentioned definitions that social psychology studies the psychological factors involved in the social process. Psycho-social behaviours of an individual constitute the area of social psychology. Cognitive as well as affective behaviours of an individual are affected by the social group interaction. Investigation into the factors that affect social life is one of the major concerns of social psychology. How social interactions give rise to psychological development of an individual is an emerging subject matter of social psychology.

14.3.6 Understanding Socio-Psychological Phenomena

An Illustration

Let’s understand the social-psychological phenomena by considering the role of cooperation and competition towards social success. Social psychologists postulate how social interaction influences motivation, goal setting and ultimately social behavior. Social cognitive theorists posit that an individual’s behaviours in certain ways depend on the salient features of social environment. So, individuals’ self-monitoring determines their own action. As per Kohler motivation effect, unfavorable social environment leads to increase in motivation in a competitive environment. Thus, competition in turn, leads to motivation to improve performance. Two nearly ubiquitous aspects of social environment are the elements of competition and cooperation. Cooperation is understood to facilitate stronger benefits and feelings of success in society because it allows more opportunities for achievement in group than are available individually (Slavin, 1995). In the preceding discussion on social success, we can find out that social psychologists focus on understanding of one or more of the followings: how people think about, feel about and influence each other.

Check Your Progress 14.1

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

1. Social behavior is ?
 - a) How people act in the society
 - b) How people sense the society
 - c) How people feel towards society
 - d) How people live in the society

2. Which is more influential towards one's social behavior?
 - a) Personal characteristics only
 - b) Environment only
 - c) Interaction between Personal characteristics and Environment
 - d) Either Personal characteristics or Environment
3. Social psychology studies influences of one on others in ?
 - a) Thinking
 - b) Feeling
 - c) Actions
 - d) All of these

14.4 HISTORY OF SOCIAL-PSYCHOLOGY

French sociologist Auguste Comte (1838) was the first proponent to study social processes in a scientific way. He laid the foundations for social psychology. During early period of growth of social psychology, experiments were based on group behavior (Triplett, 1898). In 1908, English Psychologist, William McDougall studied instincts in response to social world. This study was grounded with socio-emotional behaviors like fear, anger, curiosity and tenderness. The study of social psychology gained momentum at the turn of 20th century. The first half of the 20th century explored research in social psychology. This expanded to the study of attitudes with special emphasis on cognitive processes.

The study of social psychology gained momentum during the World War II. This war influenced a lot towards theory and research in social psychology. Psychologists became interested to remove the prejudices and blind beliefs against ethnic minorities and considered the effects of contact. Stanley Milgram (1974), showed the importance of conformity in social groups and the role of authority on how people in authority could create obedience. This brought research to develop 'contact hypothesis' (Allport, 1954). Gordon Allport focused on intergroup relationships with an understanding to reduce stereotyping, prejudice and discriminations. Durkheim (1954) asserted the importance of social rules constituting desires. So he recognized the social character of self.

In the latter half of the 20th century research on social psychology was diversified. There were diverse areas of psychology like aggression, pro-social behavior and interpersonal relationships.

The 21st century explored influence of social situations on human happiness. This has given rise to emerging area of social neuroscience. It is understood that our social behavior is influenced by the activities of our brain (Iacoboni, 2009). With the advancement of cognitive psychology along with computer technology, S. Taylor, Lee Ross and many others focused on social cognition in order to understand how our knowledge about our social world develops through experience and ultimately influence our memory, information processing, attitudes and judgments.

Thus, Social psychology was a major area of psychology in the 20th century. During 1920s Freud and McDougall were influential in the field of social psychology.

But by 1970s, social and personality psychologists paid more attention to this field. During the 21st century, digital technology and social neuroscience flourished in the social psychological research. Now the major concern is to study the influences of social situations towards happiness.

Check Your Progress 14.2

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

4. Which is an emerging area of social psychology?

- a) Personality
- b) Social neuroscience
- c) Attitude
- d) Aggression

14.5 PRINCIPLES OF SOCIAL-PSYCHOLOGY

Social psychology is one of the branches of psychology. The following principles illustrate social psychology as a science.

i) Social Psychology is a Positive Science

Social psychology studies one's social behavior in a scientific way. It is a science. It encompasses scientific methods and values like accuracy, objectivity and open mindedness. It follows objective and systematic methods of investigation. Accurate and valid information about the social behavior are collected and evaluated. It studies the 'what' and 'why' aspects of social behavior of an individual. It never answers about 'what should be the behavior' of an individual. Conclusions about the social world deduced from the intuition, faith, blind beliefs and unobservable forces are not the concern of social psychology. So, making assertions based on those unscientific beliefs do not come under the purview of social psychology. Therefore, it is positive science.

ii) Social Psychology is the Study of Dynamic Relationship between Individual and the People around him/her.

Every individual has distinctive but unique characteristics. Individual characteristics include personality traits, motivations and emotions. These qualities have an important influence on our social behavior. One's behavior is influenced by his/her social situations around him, with whom he/she interacts every day. The individuals with whom he/she comes in contact across the society include his/her friends, family, classmates, relatives, religious members, and the people who interact with him/her through Internet. Accordingly, social psychologists study person's characteristics and his/her interactions with different members of the society to understand the nature of his/her behavior.

iii) Social Psychology is the Study of Social Situations

Human behavior is greatly influenced by social situations. Human behavior is the product of a person's characteristics and his/her actions in social situations. Social situation is regulated by one's thoughts, feelings and actions through which one

exhibits his/her behavior. It is a shared construction of social reality that does not exist but is constructed in our minds and passed on through different channels of social communication like gossip, rumors, rituals, school lessons, etc. Individual's choices, interests, attitudes and perceptions influence others around him/her. Kurt Lewin (1936) explained person's behavior and situation in an important equation:

$$\text{Behavior} = f(\text{Person, Social Situation})$$

Lewin's equation explains the behavior of a given person at any given time. It depends on both the characteristics of the person and the influence of the social situation. Thus, social situation is a stronger determinant of behavior. Social psychologists also study complex social situations and find practical solutions to the emerging problems and accordingly improve social and personal functioning. Let us understand it with one example. In case a child is convinced that his/her parents like the other siblings in the family, not him/her, which is actually not true, still the child's perception about it becomes a fact for him/her. With this misconception, the child's behavior and attitudes get influenced. Facts in a child's life space can stem from various sources such as the current physiological state, e.g. hunger or excitement, his social needs such as desire for approval, his past experiences, present realities and future goals.

iv) Social Psychology Studies Real-World Problems Using a Scientific Approach

Problem solving in daily life situations is an important human concern. Social psychologists study thoughts, behaviors of individuals in everyday life situations. Psychological principles are applied to study everyday life situations in social psychology. It seeks to answer the critical questions of socially oriented behavior of an individual through systematic research. The basic methods for studying social behavior involve observation and experiment to understand social relationships and the complications of such social relationships. Therefore, Social psychology is an applied science.

An Illustration:

When a doctor examines the illness of a patient, he/she diagnoses the symptoms of illness. By observing the pattern of symptoms, the doctor is able to tell the nature of the illness. Similarly, a social psychologist studies problems in social relationships exhibited in a group by observing "symptoms" indicative of such problems. After diagnosing the problems, social psychologist can plan and suggest remedial measures.

v) Social Psychology helps to understand Interpersonal Interactions.

The scientific study of relationship is the main focus of social psychology. The dynamics of relationship between two or more individuals manifest in their social behaviors. How do individuals decide to interact? Is it meant to maintain relationship between individuals? These are certain valid questions addressed to by social psychology. Social psychology explains how characteristics of the person interact with the social situation to determine his/her behavior. Thus, social psychology studies the person-situation interaction

vi) Social Psychology studies the influences of Interaction between Personality and Environment on Social Behavior

A pertinent question is asked to answer which factor(s) contributes, to a great extent, towards social action and social behavior of an individual. It is the most

pervasive debate among social psychologists. It is known as the 'nature versus nurture' debate. Personal characteristics like individual's thoughts and behaviors, which are transmitted from one generation to another through heredity, genetics or hormones, are categorized under 'Nature'. These hereditary characters control our social behavior. On the other hand, 'Nurture' refers to influences on our thoughts and behaviors coming from our surroundings and environment. Most of our behaviors are influenced by both nature and nurture. That means not only nature but also nurture contributes towards social behavior. So, social behavior is the result of the interaction between both nature and nurture.

vii) Social Psychology is an Empirical Science

Social psychology attempts to answer systematic questions about human behavior through testing of hypotheses. The data are collected both in the laboratory and through field study. The approach of experiment focuses on individual and investigates to explain how and why of thoughts, feelings and behaviors of individuals. The experimental findings help the experts to know characters of one individual which are influenced by others. Social psychology uses scientific method in order to understand the social problems and develop intervention strategies to provide remedial measures for social well-being. Social psychologists use data collection tools to collect evidences regarding social problems. For example, data may be collected through observation of behavior in field or laboratory settings. Interviews and questionnaires can be administered to collect personal liking and disliking of individuals. The empirical data collected either through observation or experiments are analyzed to find the solution of the problems related to social behaviour.

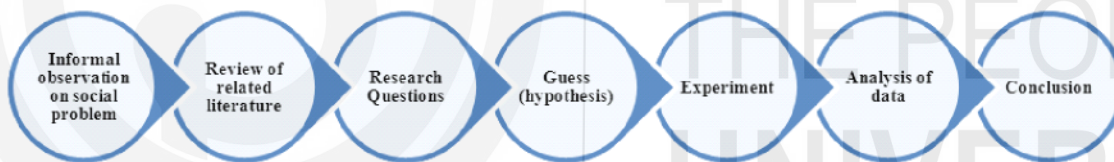


Fig. 14.3 : Empirical Method of Study

viii) Social Psychology affects our Everyday Lives

Everyday lives constitute ideas and beliefs about what is wrong or right. These are the guiding principles of our social behavior. Beliefs like respect for individual being, justice, honesty, responsibility and other values are acceptable behavior in a society. Shared values and norms are essential in order to lead social life. In this regard, social psychology supports us to develop new ideas and insights about how to value one-self in the society, how to influence others, how to change other's attitudes, values and personalities. For example, questions like what is the purpose of human life? How do we build our social life? How do we regulate our traits to lead happy life? These questions are well answered through rules, methods, theories and principles of social psychology. Approaches to social thinking, social influence and social relations have direct contribution towards psychological and emotional well-being of individuals. Thus, social psychology helps us to lead a better life.

Activity 1

List various socially desirable and undesirable behaviors which affect the way you behave in your daily life.

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Check Your Progress 14.3

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

5. Social psychology seeks to understand _____ in social situations.
- a) Individual behavior
 - b) Group behavior
 - c) Individual thought
 - d) Both individual behavior and individual thought
6. Which of the approaches to social psychology contributes towards social behavior?
- a) Social perception
 - b) Social thinking
 - c) Social action
 - d) All of these

14.6 RELATION BETWEEN EDUCATION AND SOCIAL PSYCHOLOGY

Social psychology is all about how others think, how we think, feel and act about things. Education is the modification of behavior of an individual. The scope of education includes factors related to learners, facilitators, learning environment, learning experiences and learning processes. Education occurs in social settings. The focus of study is how social behavior of an individual is regulated in educational settings. Interactions among students in the classroom settings are studied through social psychology. They play an important role in understanding the context of social behaviour. Thus, the determinants of the relationship between Education and Social-Psychology can be explained in the following manner:

i) Understanding the Behavior of the Students

Social psychologists are interested in understanding the underlying factors of social behavior among students. Students' actions, feelings, beliefs, memories and judgments are studied in order to understand their behavior.

For example, consider the following events: You have planned to meet one of your friend. He/she is too late that you start to suspect that your friend will never turn. Finally, he/she does appear and says 'sorry'... that I forget to meet you'. Then how will you react? You may be annoyed with his/her statement or you may think some negatives about him. If your friend has often been late and given excuses earlier, then you may accept his/her explanation.

This is the instance where your memory of friend's past behavior, his/her personality and perception may affect in order to show some sort of social behavior. This situation describes that cognitive processes play an important role in exhibiting social behavior.

ii) **Creating Conducive Environment for Socialization**

Socialization is a process of sharing of knowledge, values, beliefs, context-specific language, experiences and ways of communicating these among members of the social group. These knowledge and values can be conveyed from one student to another through conversations, dialogue, through experiments and creating experiences in learning settings. The teacher creates multiple opportunities for students to share contextually relevant experiences. School allows a situation for a free flow of ideas and questions through the process of socialization. Social psychology studies knowledge and values involved with the process of socialization and accordingly suggest for educational actions.

iii) **Developing Higher Order Thinking Skills**

Education helps individuals to develop higher-order thinking skills like reasoning, creativity, sense-making, articulation of ideas and experiences, etc. It also develops language skills among individuals. Social psychology explains about 'How do these skills relate to one's personal and other educational experiences. Let's understand how social psychology helps in intellectual development of individuals with an example of intellectual functioning of the members of the institution-

- ✓ How does a member use language? (vocabulary, ability to comprehend, sentence structure, originality, creativity with words and ideas)
- ✓ Knowledge towards society (Ability to deduce and generalise, seeing relationships)
- ✓ Capacity to learn
- ✓ Curiosity

iv) **Social Psychology Seeks to understand the Cause of Social Behavior in Learning Situations**

Social psychology intends to understand the nature and causes of students' behavior, feelings and thoughts in social situations. Classroom is a miniature form of social situation. Social psychology investigates into the ways in which students' thoughts, feelings and behaviors are influenced by the educational environments. Group dynamics, conflict resolution, cognitive dissonance, interpersonal relationships, organizational environments, attitudes and perceptions are all essential components of group learning which are of interest to social psychologists.

An Illustration on Social Behaviour

Why did you decide a particular institution for study? Why did you like a particular person? Sometimes we know the answers to such questions. Sometimes we do not. If anybody ask why we have felt so, we give plausible answers. Again, when

causes are logical, our self-explanations are often wrong. We may reject factors that matter and accept others that do not.

Thus, social psychologists make an attempt to understand how relationships among these elements impact students' learning.

v) Social psychology contributes towards Educational Leadership and Work Motivation

Educational leadership is social in nature. True leadership affects the students, teachers and other members of an educational institution. It provides members of the institution satisfaction, motivation, and develops in them positive attitude towards work. It increases the effectiveness of work culture. Teacher's performance and students' achievement are the result of work motivation. How factors of leadership and work motivation influence individual and group work behavior can be understood with the help of social psychology. For example, developing work culture in the organization is related with social factors as well as personal dispositions. So, understanding of social behavior of the students and teachers involves understanding of both the persons and situations.

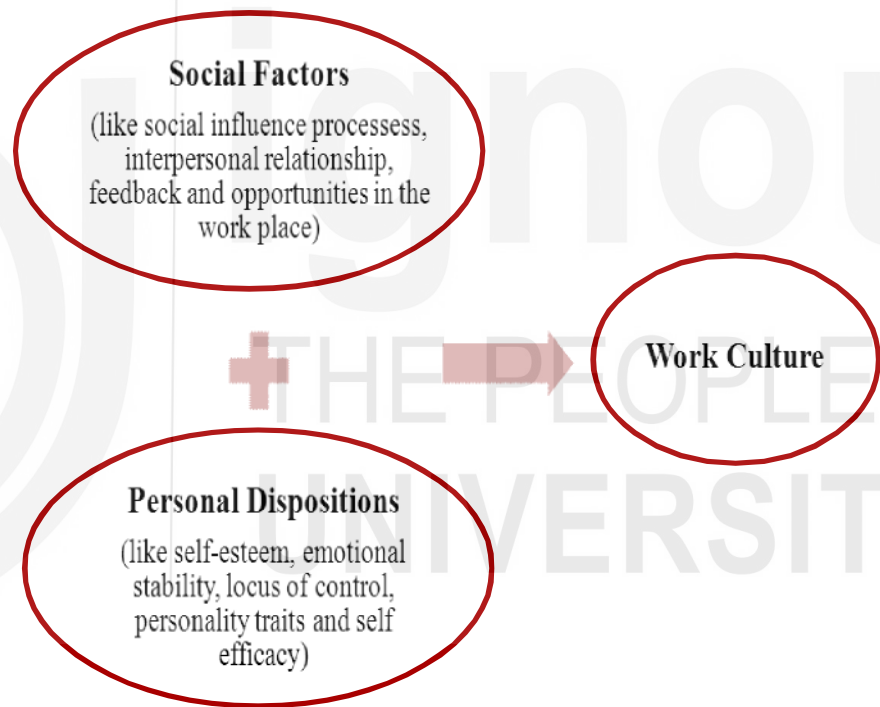


Fig. 14.4 : Factors affecting work culture

Activity 2

Recall your school experiences. On the basis of these experiences, list out difficulties faced by you during school situations. These may be in selecting the subjects, choosing learning mates and interests you wanted to pursue. Take into account the factors of influence such as views of your parents, friends and teachers. Explain how your school situations influence your behavior?

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Check Your Progress 14.4

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

7. Social psychology studies towards the process of socialization.

- a) Individual development
- b) Social thought
- c) Sharing of values
- d) Feelings of others

8. Which factor is important towards people's well-being?

- a) Social perception
- b) Social relationship
- c) Social thinking
- d) Personal relationship

9. Social psychology helps in group learning setting by studying

- a) Interpersonal relationship
- b) Individual behavior
- c) Organizational environment
- d) Both interpersonal relationship and organizational environment

10. Answer the following short questions within 50 words.

a) How are the students interrelated in a group?

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.....
.....

b) How can you study the result of social relationship network?

.....
.....
.....

c) Classroom is a 'social-psychological laboratory'. Do you agree to this statement? Justify.

.....
.....
.....

d) What are the behavior patterns generated during interaction in the classroom?

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.....
.....

e) Are these behavior patterns reflect towards social psychology occurrences? Explain.

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14.7 CHIEF PROPONENTS OF SOCIAL-PSYCHOLOGICAL CONCEPT

Perspectives of social psychology are contended by many psychologists. These are discussed below:

William James (1890) was an American psychology pioneer. In his publication, 'The Consciousness of Self', he introduced the nomenclature of 'self' in Psychology. His major contributions include the feelings and emotions of the self and the diverse aspects of self and self-esteem. Social psychology recognizes the role of self-esteem in influencing emotional behavior of individuals.

Mc Dougall (1908) discussed personality in a social adjustment situation. The social situation conditions the behavior responses which largely constitute socially developed personality. He is basically concerned with what went on inside the individual in a social situation instead of behavior conditioned with environmental stimuli. Thus, social psychologists are guided by hereditary characters in determining one's behavior.

Influential social psychologist Allport (1924) expressed that the presence of others can facilitate certain behavior. So, he studied social situation which produces behavior and studied the behavior of the individuals in that situation. Allport is known as one of the founding father of personality psychology and trait theory in particular. His significant books include The Nature of Prejudice, Pattern and Growth in Personality and the Person in Psychology. In a similar way, Pressey (1940), said about influence of the social situation upon individual behaviour.

J.F. Brown (1937) defined that social psychology is concerned with the conditions under which an event occurs rather than the description of the characteristics of classes of objects and behavior. Neil Miller (1941) was the architect of the frustration-aggression hypothesis that laid the groundwork for subsequent socio-cognitive and neo-association models of aggression. He emphasized that aggression is not an inevitable but likely response to frustration. The determination of what causes social behavioral problem is due to socio-cognitive factor of aggression.

Lewin (1939), a prominent field theorist in social psychology, stated that psychology must deal group as well as individual behavior processes. His experimental approach to study behavior made social psychology scientific. In the same line, Lippitt

(1939) contended that social atmosphere is one of the outstanding characteristics of the total psychological field of the individual. He argued that characteristic of social group and the adjustment of the particular individual contributes towards one's total life-space.

Berdie (1940) were concerned primarily with the behavior of individuals in the process of functional adjustment towards environmental situations. Janus (1940) suggested culture as the content of social psychology. So, contribution of environmental factors towards social behavioral pattern cannot be denied.

Durkheim (1954) made social analysis of self in order to recognize the social character of self. His social analysis of self was inculcation of collective moral beliefs. It requires new institutions to replace the religious mechanical old schools. Thus, it contributes to analysis of self.

Albert Bandura (1977) theorized social learning theory which suggested that people learn from one another through imitating and observing other's behavior and attitude. Imitation and observing other's behavior are also determining factors of behavior.

House, Landis & Umberson (1988) described some work which examines the relation between individual psychological attributes and social structure, situations or environment. Thus, social psychology is useful to generate greater self-awareness and personal insight.

Bernard Weiner (1986) has worked in the field of psychology. He is most famous for his research into attribution for success and failure, identifying the main types of attribution, their underlying dimensions and their effects on motivation and emotions. He claimed that the attributions are made for experiences of success and failure. Therefore, we look for explanations of behavior in social situations.

Recently, social psychologists have emphasized evolutionary psychology perspectives in social behavior (Buss, 2004). They are also investigating the role of moods in social behaviors (Forgas, Baumeister & Tice, 2009). Thus, role of moods in social behaviours is covered under the area of social psychology.

In the 21st century, cognitive and motivational factors to describe decision making processes were also documented. Decision making in everyday life is apparent. It results from a specific action in social situations. Social psychologists have concentrated on the importance of cognitive processes and social cognition (Fiske, 2009). They have uncovered the base of social thought and social behavior to discover what portion of the brain are involved in key aspects of our social life (Mobbs. et.al., 2009)

Social side of life is important for well-being. In this context, social psychologists have sought to understand the nature of social relationships-how they start and change over a period of time, why sometimes deeper and sometimes surfaced (Slotter, Gardner & Finkel, 2010).

Social psychology research has revealed that groups showing better performance than individuals depend on a variety of factors like nature of task and sharing (Minson & Mueller, 2012). Social psychology also studies multi-cultural perspective in order to understand the role of gender, age, ethnicity, sexual orientation, disability, social class, religious orientation and many other social group dimensions (Barreto & Ellemers, 2015).

It is agreed that social psychology does provide powerful means of comprehending why people think, feel and act as they do and these ideas in turn lighten how the society takes the shape in the process of change. Social Psychology in a changing world has implications for how we interact with other people. So, the key role of social psychology as a field of psychology is crucial to understand the process of social change. Social psychological research has given many inputs about human behavior. This includes understanding of how people make use of digital technology and social media and how people develop their ability towards adaptability. Hence, social psychology is an interesting field to provide answers to questions related to improving peoples' lives.

Check Your Progress 14.5

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

11. Who is well known for experimental Social Psychology?

- a) Bernard Weiner
- b) William James
- c) Soffer
- d) Tylor

14.8 LET US SUM UP

Social psychology is considered as a science. It attempts to find out the cause of one's social behavior. Social psychology addresses the following questions dealing with social and educational problems:

- Why does an individual keep contact with another?
- How does the negative emotion we experience affect the interpersonal relationships?
- What is the way in which we perceive objects, people in society?
- How do we remember and apply information in social contexts in order to make sense of other's behavior?

Thus, social psychology explains the cause of socially regulated behavior of individuals. One emerging challenge on the role of social psychology is that it also studies social issues. Many social issues are considered as social problems as these obstruct the progress of society. Quality education is a social issue. It is key to providing a quality life. The work of social psychologists in such areas has contributed towards understanding and explaining social problems. It is done through analyzing and identifying social problems in the areas of education, health, poverty, and crime. Social psychology plays a vital role in the classroom in terms of cognitive, social and emotional development of the children. It considers the student-teacher relations and social categorization. There is close link between well-being and social psychology. Hence, knowledge of social psychology is essential to improve one's life in personal relationships, classroom interaction and well-being.

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14.10 ANSWERS TO CHECK YOUR PROGRESS

1. a) How people act in society
2. c) Interaction of Personal characteristics and Environment
3. d) All of these
4. b) Social neuroscience
5. b) Both Individual behavior and individual thought
6. d) All of these
7. c) Sharing of values
8. b) Social relationship
9. d) Both Interpersonal relationship and organizational environment
10. Self-exercise (Qs. No. 'a' to 'e')
11. a) Bernard Weiner

UNIT 15 SHIFTING PSYCHOLOGICAL THEORIES TO UNDERSTAND EDUCATION

Structure

- 15.1 Introduction
- 15.2 Objectives
- 15.3 Behaviourism
 - 15.3.1 Classical Conditioning
 - 15.3.2 Operant Conditioning
- 15.4 Understanding Self-Concept
- 15.5 Group and Social Behaviour
- 15.6 Cognitivism
 - 15.6.1 Gagne’s Hierarchy Theory of Learning
 - 15.6.2 Ausubel’s Theory of Meaningful Learning
 - 15.6.3 Bruner’s Theory of Learning
- 15.7 Social Cognition
- 15.8 Social Constructivism
- 15.9 Let us Sum Up
- 15.10 References and Suggested Readings
- 15.11 Answers to Check Your Progress

15.1 INTRODUCTION

Education is universal and a lifelong process. All organisms and animal learn as per the pace of their learning. Human beings are bestowed with different qualities like intelligence, reasoning, thinking, problem solving, etc. They are educated through formal, non-formal and informal agencies. The process of educating human beings has been changing due to the influence of different psychological learning theories. Psychological learning theories explain the process of educating human beings, factors affecting learning environments and learning outcomes, factors promoting learning in educational settings, etc. Hence, understanding different psychological theories is essential for teachers and educators for helping their learners in different contexts. This unit presents different psychological theories such as behaviorism, cognitivism and constructivism, their principles and implications for education.

15.2 OBJECTIVES

After reading this Unit, you should be able to:

- explain the concept, theories and educational implications of behaviourism;

- discuss the concept, nature, theories and educational implications of self-concept;
- describe the concept, theories and educational implications of cognitivism;
- discuss the concept, theories and educational implications of social cognition; and
- explain the concept, theories and educational implications of social constructivism.

15.3 BEHAVIOURISM

Learning is a lifelong process. It starts from birth and ends with his/her death. Since it is the most important component of human development, we must know, what is learning? How does it occur? What are the favourable conditions required for learning? Different schools of psychology have provided answers to such questions regarding learning. Different theories have been proposed by psychologists belonging to Behaviouristic School of Psychology. There are two major theories of learning under Behaviouristic School of Psychology. They are: classical conditioning and operant conditioning.

15.3.1 Classical Conditioning

Ivan P. Pavlov (1849-1936), a Russian physiologist, was the proponent of Classical conditioning theory of learning. He was awarded Noble Prize for his work on studying the digestive process of dogs. In his study, he noticed that the dog was not only salivating at the sight of food but also at the sight of bowl, the experimenter and sound. Earlier, Pavlov was of the opinion that it was because of the physiological secretion; but later on he realized that psychological reasons were the causes of these secretions. We can conclude that he shifted his view on the phenomenon of dog's salivation from physiological to psychological process.

Pavlov Experiment

Pavlov used some terms such as Unconditioned Stimulus (US), Unconditioned Response (UR), Conditioned Stimulus (CS) and Conditioned Response (CR) to explain the phenomenon of salivation in his experiment. Salivation in response to food placed in the mouth is a natural response, thus it is called unconditioned response. Food was the unconditioned stimulus as it elicited the saliva which was unconditioned response. When Pavlov rang the bell continuously followed by food, it led the dog to salivate. The bell alone acted as the condition stimulus whereas the saliva was the conditioned response. The model of classical conditioning is given below.

1. Unconditioned Stimulus (food).....Unconditioned Response (saliva)
2. Conditioned Stimulus (sound of bell) combined with Unconditioned Stimulus (food).....Unconditioned Response (saliva)
3. Conditioned Stimulus (sound of bell).....Conditioned Response (saliva)

Classical conditioning can be defined as a sequential process in which a neutral stimulus combined with a natural stimulus acquires all the characteristics of natural stimulus. It is also called as stimulus substitution.

Higher order conditioning is another type of conditioning which is presented below.

1. Unconditioned Stimulus (food).....Unconditioned Response (saliva)
2. Conditioned Stimulus + Unconditioned Stimulus (bell+food)....
Conditioned Response (saliva)
3. Conditioned Stimulus1 (Bell) + Conditioned Stimulus 2 (bell+light)...
Conditioned Response (saliva)
4. Conditioned Stimulus2 (light).....Conditioned Response (saliva)

Educational implications

Pavlov was a pioneer who contributed significantly to the field of psychology. His theory of classical conditioning was used as a theoretical framework and a practical technique for solving a variety of problems. He was of the view that individuals 'capacity to learn depends on the type of the nervous system and practice of the activity under reinforcement'. For any learning to occur, drive plays an important role and it motivates one for action. The following are the areas in which the theory of classical conditioning can be used in educational situations.

- i. Children must be rewarded for their good deeds such as cleanliness, respect for elders and punctuality, etc.
 - Children's wrong actions or bad habits can be reduced by providing appropriate conditioning.
 - The principles of classical conditioning help children with poor mental health to overcome their emotional fears through love, affection and good treatment.
 - It can be used to develop positive attitude towards learning, teachers and break negative attitude.
 - The principle of classical conditioning is used by teachers in classroom teaching for language learning and subjects like Mathematics.

15.3.2 Operant Conditioning

The theory of Operant conditioning was developed by B.F. Skinner (1904-1990) of Harvard University. He conducted his experiments mainly on rats and pigeons. He developed his own apparatus to analyse the behavior of rats and pigeons. He recognized two types of conditioning in his experiment which are mentioned below:

- i) Respondent conditioning; and
- ii) Operant conditioning.

In operant conditioning, reinforced stimulus is paired with a neutral stimulus and acquires properties of natural stimulus which is known as respondent conditioning. When a response occurs spontaneously in the absence of any stimuli, it is known as operant conditioning. This response of organism is instrumental in receiving the reward, so it is also called instrumental conditioning. Let us try to understand with an example of operant conditioning.

Skinner conducted numerous experiments on rats, pigeons, etc. and evolved the concept that creatures exhibit two kinds of behavior (i) response and (ii) operant. Response is connected with stimulus whereas the operant from the behavior is not associated with any known stimulus. It is an independent from behavior. On his experiment on rats, he constructed a box fitted with a lever which made a striking sound as soon as the rat's foot fell on it. When the rat moved forward after hearing this sound, it found food lying ready for it in a cup. The food performed the function of reinforcement which is a natural stimulus, and it encourages the rats to press the level is the response. Being hungry, the rat was driven and hence it became active or operant. In this process, Skinner observed that the rat is doing the response first and then it gets certain stimulus. It is therefore, in operant conditioning, response comes first then stimulus.

In the process of operant conditioning as defined by Skinner, there are two kinds of reinforcement, (i) positive and (ii) negative reinforcement. It was evident that when the subject (let a human child) gets a positive reinforcement (appreciation/praise) results with an active performance and a negative reinforcement (blame) results with avoiding in participating activities.

The difference between classical conditioning and operant conditioning are as follows:

- In classical conditioning, stimulus is given first, then the subject elicits the response.
- In operant conditioning, the subject does the response first, and then the subject receives stimulus.
- The bond between stimulus and response is weak in classical conditioning in comparison to operant conditioning.
- Learning occurs both types of conditioning.
- In the education process, both types of conditionings have importance and applications for the purpose of teaching-learning.

Educational Implications

The theory of operant conditioning has important implications for human learning and classroom teaching-learning practices.

- If theory of operant conditioning is appropriately used by teachers in classroom, it will facilitate student learning.
- The operant conditioning can be used for shaping the behaviour of the child with the help of both positive and negative reinforcements. Positive reinforcement strengthens the desirable behaviour and negative reinforcement eliminates the reoccurrence of undesirable behaviour.
- Programmed learning is the greatest contribution of Skinner. It is used to strengthen student learning. Programmed learning is individualized and systematic instructional strategy for teaching different school subjects. It helps students in self learning at their own pace in a joyful way. It reinforces child to proceed to next level if the responses are correct. It helps a teacher to cater to the needs of the students individually. Skinner has emphasized the utility of programmed learning in improving the vocabulary of students and

the acquisition of learning. In programmed learning, words are presented to students in a logical order.

Table 15.1

Comparison between Classical and Operant Conditioning

Classical Conditioning	Operant Conditioning
It was developed by Ivan Pavlov.	It was developed by B F Skinner.
It is also called Pavolian or type-1 learning	It is also called Skinnerian or type-2 learning
The experiment was conducted on dogs.	The experiment was conducted on rats and pigeons.
Learner is passive in classical conditioning.	Learner actively participates in order to be rewarded or punished.
The association between stimulus and response is due to law of contiguity (sequential occurrence of proximity of stimulus and response).	The association between stimulus and response is due to law of effect (response producing satisfying effect likely to occur again and responses producing discomforting effect become less likely to occur).
It is controlled by autonomous nervous system.	It is controlled by central nervous system.
Reinforcement is provided before the response is made.	Reinforcement comes after the response is made.
It is concerned with single stimulus response bondage.	It is concerned with chain of response to get the desired goal.
There is a pairing of un-conditioned stimulus and conditioned stimulus.	There is no pairing of un-conditioned stimulus and conditioned stimulus.
It has zero strength to begin with as it is classically conditioned reflexes.	It does not have zero strength because it has to occur at least once before it can be reinforced.

Check Your Progress 15.1

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

1. What is classical conditioning?

.....

.....

.....

2. Explain the basic difference of classical and operant conditioning.

15.4 UNDERSTANDING SELF-CONCEPT

The idea of self-concept explains about ‘our beliefs and knowledge about ourselves’. Self-concept is generally thought of as individual perceptions of our behaviour, abilities, and unique characteristics. For example, a person’s beliefs such as ‘he/she is a good friend’ or ‘he/she is a kind person’ are part of an overall self-concept of that person. Basically, self-concept is influenced by our sense of identity. Some of the definitions of self-concept are as follows:

Carl Rogers (1951) defined, “self is an organized configuration of self-perceptions about an actual or idealized self of which the individual is aware”.

Hamacheck (1987) defined, “self-concept is a person’s total view of himself or herself”.

Burns (1993) defined, “Self-concept is self-esteem, self-worth or self-acceptance that includes all beliefs and judgements about ourselves. It defines who we are in our own minds, what we can do in our minds, and what we become in our minds.”

Piers & Herzberg (2002) defined, “self-concept as a relatively stable set of attitudes reflecting both description and evaluation of one’s own behaviour and attributes”.

Nature of Self-Concept

- The self-concept is one’s beliefs about himself/herself.
- It constitutes beliefs that come to mind when you think about yourself.
- Self-concept is constructed from one’s past experiences and is integrated with your personality traits, abilities, physical features, values, goals, and social roles.
- Each self-schema (a schema is an organisational pattern or a conceptual framework) is defined by relatively distinct conceptions and feelings. For instance, you might have considerable information about your social skills and feel quite self-assured about them but have limited information and less confidence about your physical skills.
- Beliefs about one’s own self not only influence current behaviour of a person, but also his/her future behaviour.

Brief Explanation of the Concept of Self-Concept

The following points can be deduced from the above discussion about self-concept:

- Self concept is the overall idea about our own cognitive and affective levels.

- Self-concept is a multi-dimensional construct which includes different views regarding social, religious, spiritual, physical, and emotional aspects.
- It is not innate rather learned or formed with experience.
- Social interaction plays an important role in forming self-concept.
- It is influenced by heredity and environmental factors.
- Self-concept begins to develop in childhood. It develops maximum between childhood and adolescence, although it continues to be formed throughout our lives.
- Once self-concept of a person is formed, it is difficult to change, but it may change in later years.

Educational Implications

- It helps children develop socio-personal relationship both inside and outside the classroom.
- Self-concept helps the children in their career development.
- Self-concept helps children in their academic achievement.
- Self-concept creates self-motivation in children.
- Self-concept fosters self-consciousness in children with the help of good peer groups.

Check Your Progress 15.2

Note: a) Write your answer in the space given below.
b) Match your answers with solutions given at the end of unit.

3. What is self-concept?

.....
.....
.....
.....

4. Describe the nature of self-concept.

.....
.....
.....
.....

15.5 GROUP AND SOCIAL BEHAVIOUR

Social behaviour involves active interaction between or among the individuals with stimuli coming from the social environment. The consequences of such interaction are changes in perceptual response, motor response and affective responses.

However, altruistic behaviour is an important component of social behaviour, which means selfless concerns for well-being of others and helping others with no intention of getting anything out of it. Hence, when you are in a group, you learn how to behave collectively with others. We change and modify our behaviour as per the need of the group.

Group is formed when two or more individuals work together to achieve common goals and objectives. Member of the group interact among themselves and become interdependent. The group of students studying in a particular class is the best example of a social group. Classroom is an appropriate place for developing group behavior. Apart from this, children also develop group behavior outside the classroom like in playground, club activities, during field visits and social festivals, etc. Studying group dynamics is one of the important aspects of social behavior of group.

Educational Implications

Educational implications of group and social behavior are as follows:

- Group and social behaviour will help students develop good citizenship.
- They improve cooperation, collaboration within the social group, and make a chain for all types of social welfare of a society.
- Decent social behaviour of a child helps him/her to become more rationale for the society.
- It helps for unity and integration for the society among the people and nation too.
- Good social behaviour provides social recognition and friendly social living.

15.6 COGNITIVISM

In the section on behaviourism, we have discussed that human being learns when he/she observes certain objects or events happening outside of him/her. In this case, psychologists focus their studies on observable behavior. In contrast with behaviourism, cognitivism is the study of psychology which concentrates on our mental processes such as how we perceive, think, learn, solve problem, etc.

Robert Gagne (1916-2002) an American psychologist developed the theory of learning in terms of the degree of complexity of the mental processes involved. According to him, learning is something which takes place inside of an individual's brain which cannot be seen directly. It is concluded from observable behaviour or from change in one's ability to perform certain actions. Thus the major reason behind learning is the development of capacity to change the performance and alter qualities like attitude, interest or values which we call a change of behavior due to acquisition of new learning.

His theory deals with external and internal conditions of learning. The internal condition refers to previous learning capabilities of the learner i.e. what learner knows prior to instruction? The external condition refers to stimulus that is presented externally to learners. He suggested four phase of learning which are as follows:

- i. Receiving the stimulus situation
- ii. Stage of acquisition
- iii. Storage
- iv. Retrieval

Gagne was of the view that learning cannot be explained with the help of learning theories only. He used the principle of classical conditioning and operant conditioning for simple type of learning; but they are not enough for explaining concept learning and problem solving.

15.6.1 Gagne's Hierarchy Theory of Learning

Gagne was of the view that learning conditions are prerequisite to understand the concept of learning. He considers that there is a numerous range of learning conditions and behaviours. The act of teaching is continuous from memory to reflexive level. He considers teaching as arrangement of conditions for learning at each stage of learning. He identified eight different types of conditions in which human learning takes place. The arrangement of these learning is from simple to complex. The signal learning is simple and problem solving is complex one. His theory of learning is also known as **Hierarchy Theory of Learning**. He identified following eight types of learning as presented in Figure 15.1.

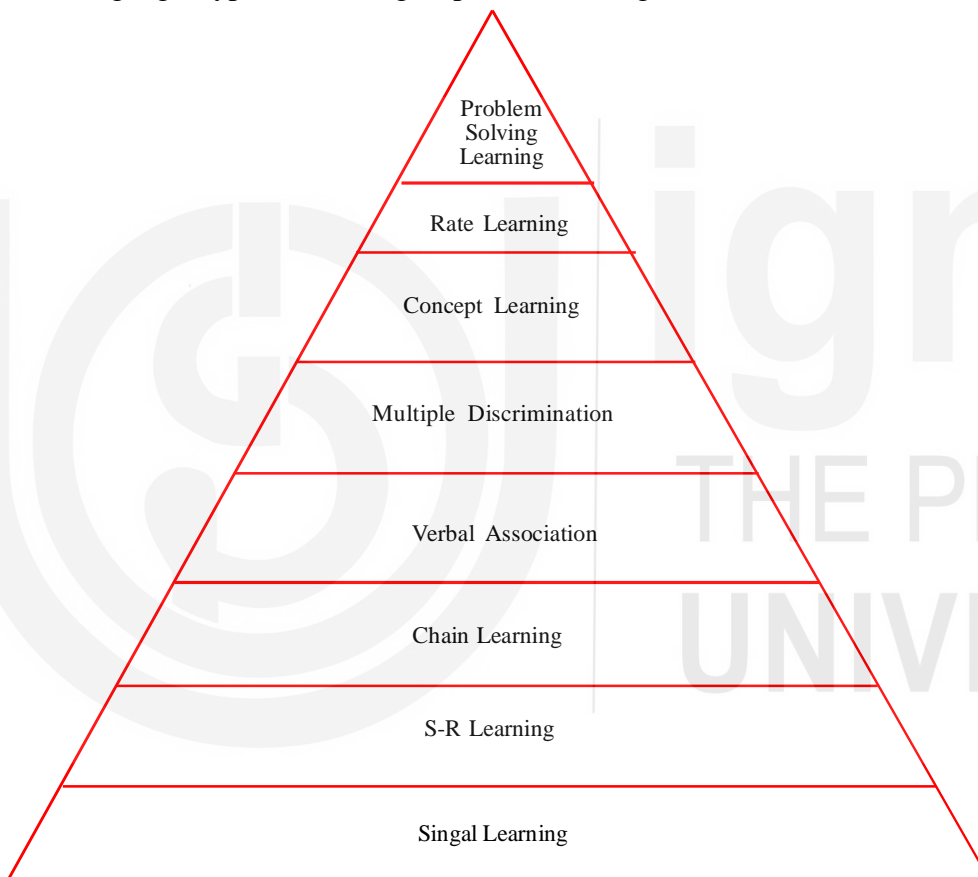


Fig. 15.1 : Hierarchy Theory of Learning

(Note: Problem solving, rule learning, concept learning and multiple discrimination learning are concerned with more of cognitive aspects; and verbal association, chain learning, S-R learning and signal learning are concerned with more of behavioural aspects.)

Educational Implication

Gagne's theory of learning comprises eight levels of learning where the learner masters the lower level before mastering the next higher level. The lowest four levels focus on behavioural aspects, whereas highest four levels on cognitive aspects. It starts with signal learning and ends with problem solving. Likes and dislikes of the children are acquired through signal learning. Gagne advocated that learner should learn from simple thing to complex things so that he/she can easily learn the things in a systematic way.

Chain learning occurs when learners are able to connect previously learned stimulus. Concept learning plays an important role in forming a systematic structure for deep learning. Rule learning is important in school subjects like Mathematics, Science and Geography. Problem solving is the last level where learners develop their ability to invent procedures to solve problems. Hence, it is the responsibility of the teacher to organize learning experiences in a proper way and to formulate suitable strategies to cater to the needs of the students.

15.6.2 Ausubel's Theory of Meaningful Learning

David P. Ausubel (1918-2008) was the pioneer of meaningful learning theory. He was an American psychologist. Verbal learning is the main concern of his theory. He explains how the learner incorporates new information into their cognitive structure (the structure of knowledge in mind). For him the existing cognitive structure is the main factor influencing learning and retention of a new material. He was interested with questions like how a child acquires knowledge. Either he receives knowledge that is presented to him/her or gets knowledge independently by him/her through discovery. Ausubel advocated four types of learning such as:

1. Reception learning
2. Discovery learning
3. Rote learning
4. Meaningful learning

Reception Learning: When child merely receives knowledge that is presented to him via classroom teaching, textbooks, reference materials, various aids, etc. is known as perception learning. For example, when a teacher teaches his/her learners about the concept of environment, learners receive the concept of environment as explained by teacher, is known as reception learning. Here child only receives knowledge as it is presented to him.

Discovery Learning: When child gets information about the new information independently by himself/herself, it is called discovery learning. It is basically inquiry based learning in which learner himself/herself finds the solution to the problem on the basis of his/her past and present knowledge. For example, learner him/herself learners new information through experimentation in the laboratory or discovers new ideas through project work.

Rote Learning: Memorization of information based on repetition without understanding is known as rote learning. Children in primary classes learn multiplication tables by rote without knowing the principles of multiplication.

Meaningful Learning: Meaningful learning is active, constructive and long lasting. Meaningful learning takes place when new information is incorporated in the existing information in the cognitive structure. For example, a learner knows about the concept of 'animal', which is in his/her existing cognitive structure. Now, his/her teacher shows him/her the picture of a kangaroo, a new animal which he/she has not seen earlier. This new information gets incorporated into the existing information and becomes meaningful. According to Ausubel, both reception and discovery learning can be rote learning, if the new information to be learnt is not meaningfully incorporated into the existing cognitive structure.

Educational Implications

Ausubel gives importance to the meaningful learning instead of rote learning. School must adopt methods through which learners develop ability to learn meaningfully. Teachers should help students to understand the concepts instead of retaining or memorizing them. Teaching-learning process need to stress on meaningful learning. Students should be encouraged to develop their own concepts on the basis of their past learning relating with present experiences. The teaching materials presented by teachers to learners need to be properly structured, systematic and meaningful. This is called as Ausubel's '**advance organizer**'. It is used as a tool by teachers through which learners integrate new information with their existing knowledge in the cognitive structure and are able to form meaningful learning..

Ausubel advocated didactic and expository teaching method which facilitates learner's rapid learning and retention. He laid emphasis on active nature of reception learning. Teacher must help learners in understanding, completing missing word and rewording sentences by giving additional examples.

15.6.3 Bruner's Theory of Learning

Jerome Bruner (1915) was an American psychologist, who advocated the theory of instruction. He was of the opinion that knowledge is represented and organized through different modes of thinking and reproduction. His view on the cognitive development is based on the premise that the knowledge of individual is based on the manmade models of reality. He lays stress on language for cognitive development. Bruner developed three stages of cognitive development which is listed below:

Enactive stage (0-1 years): It is the representation of knowledge through actions. There is a direct manipulation of objects by infants without any internal representation of the objects. Thinking is based on physical action. Infants learn by doing rather than internal representation of the learning object.

Iconic stage (1-6 years): In this stage child represents external objects visually in the form of mental image or icon. Information is stored as visual images like pictures in the mind. Visual images like diagrams and pictures need to be presented while providing learners verbal information.

Symbolic stage (7 years onwards): This is the stage where information is stored in the form of a code or symbol, such as **language**. Knowledge is stored primarily as words, mathematical symbols, or in other symbol systems, such as music.

According to Bruner, learning takes place by the active processing of information which is constructed and organized by the learner in a unique way. Individuals do not get readymade knowledge about the world, rather they select the environment, process and organize the information which they take from the environment and store it in their own way for future use.

Educational Implications

Bruner gives stress on readiness of learner in the learning process. Teacher must take into account the experiences and contexts of child which motivate him/her to learn. Teaching learning process should take into account nature of the learner and predispositions in him/her. The role of structure in learning and how it may be made centre of teaching need to be focused by the teacher. Educational goals must be clear and related to the life of learner as they help develop intrinsic

motivation which activates the process of exploration. The learner must be aware of goals of life because they desire to learn.

He has given importance to child in learning process and he was also of the opinion that knowledge must be related to the previous experience of the child. It must be designed in such a way that it is effective for development of the learner. Selection of subject matter must be appropriate for children at different levels of development and there are three ways of representation of subject matter i.e. through actions, images and symbols.

Teaching learning materials (curriculum, textbooks) should be systematically arranged for effective teaching and must be prepared following the principles of simple to complex, easy to difficult, known to unknown and concrete to abstract. Bruner developed spiral curriculum (repetition of topics of a subject at curriculum in different stages of school education with increasing order of difficulty). Bruner believed that any child of any age could be taught any subject at any stage of development.

The sequence of teaching and learning is a combination of actually performing it (through doing it), through sensing it and through a symbolic means such as language leading to effective learning. The progress starts with doing; then moves to picture and finally to using symbolic representation.

Check Your Progress 15.3

- Note:** a) Write your answer in the space given below.
b) Compare your answers with the ones that are given at the end of the Unit.

5. What are the four types of learning as per Gagne?
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.....
.....
6. What is 'discovery learning' in Ausubel's Theory of Meaningful Learning?
.....
.....
.....
7. How should be the teaching learning materials and curriculum as per Bruner's Theory of Learning?
.....
.....
.....

15.7 SOCIAL COGNITION

Social cognition is the sub-topic of social psychology that gives importance on how people process, store information about different people and social situation

as well as apply these information to new social situations. Social Psychology mainly deals with cognitive than general psychology. Social psychology deals with internal mental state such as beliefs and desires. Social information helps people to make different judgments and decision. It is the sum total of the processes that allow human-being to live in the society, to develop the ability to create effective relationships with others and is able to interact with them. Social cognition helps us to understand the social psychological phenomena by finding out the cognitive processes that remain behind them. Thus, what we think about others plays an important role in what we feel and how we interact with others around us. We have discussed in details about social psychology and its role in education in Unit-14 of this course.

The four core processes of social cognition are:

- ✓ Select (Social Information)
- ✓ Interpret (Social Information)
- ✓ Remember (Social Information)
- ✓ Use (Social Information)

Theories of Social Cognition

The core concept of social cognitive theory is focused on the concept that individual learn by observing others. Bandura explained it through schematization of triadic reciprocal causation.

- **Personal:** If the individual has high efficacy or belief in his/her abilities that he/she will perform the behaviour correctly then he/she will be able to do the things in a proper way and vice-versa.
- **Behavioural:** If the individual performs any task which receives positive feedback it motivates him/her to perform correctly.
- **Environmental:** Environment plays an important role in acquiring any behaviour or it shows the ability of person to perform it successfully with the help of proper condition, support and material.
- **Human Agency:** Human agency theory says that human is pervasive in nature. No one can suggest or tell him/her to do anything. He/she can decide about his/her own actions. People set their own goals, plan for them, apply strategies to implement the plan and reflect on their action.

Check Your Progress 15.4

Note: a) Write your answer in the space given below.

- b) Compare your answers with the ones that are given at the end of the Unit.

8. What are the core processes of social cognition?

.....

.....

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9. Explain human agency as mentioned in theories of social cognition.

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15.8 SOCIAL CONSTRUCTIVISM

Constructivism is not a new concept. It has its roots in philosophy and has been applied to sociology, anthropology, cognitive psychology and education. Glasersfeld (1992) explained that constructivism is a theory of knowing that recognizes the real world as a source of knowledge. It implies that reality is dependent upon the mind for its existence, hence knowledge is constructed by the mind rather than being a facsimile of reality. John Dewey proposed that education should work with student’s current understanding, taking into account their prior ideas and interest. Bruner (1986) defined “construction learning theory is an active process in which learners construct new ideas based upon their current or past knowledge”.

Constructivism is a relatively new paradigm which takes into account the subjective, contextual and pluralistic nature of knowledge. It maintains that individual create or construct their own knowledge through the introduction of what they already know and experience. Knowledge is acquired through involvement with content instead of imitation or repetition. Learners actively receive knowledge, connect it to previously, assimilated knowledge and make it theirs by constructing their own interpretation. Learning occurs by an active construction of meaning, rather than by passive recipient (Piaget, 1977).

According to Piaget (1973), Constructivism is a system of explanations of how learners, as individuals adapt and refine knowledge. In this view learners actively restructure knowledge in highly individualized ways, basing fluid intellectual configurations on existing knowledge and formal instructional experiences. According to Vygotsky (1978), the social view of constructivism defines that knowledge is co-constructed through social and cultural context. The teacher’s role is to be a collaborator in constructing reality by engaging in open-ended inquiry that elicits and addresses student misconceptions.

Principles of Constructivism

The principles of constructivism are as follows:

- The teacher is supposed to engage students with real world problems which they can explore with their interest and motivate themselves to deepen their understanding about the problem.
- Students need to learn cause and effect relationship in a phenomenon through inquiry based exploration. For example, students should explore why rainbow has different colours.
- Students have their own views about any phenomenon, ideas or events. So they should be given opportunities to share and exchange views from their perspective.

- Teacher is supposed to know the cognitive abilities of the students and design the lesson accordingly to meet their cognitive abilities.
- Assessment of students learning should not be based on criteria such as right or wrong, rather on focusing on what inputs still need to be provided for their success. The role of assessment is, therefore, to enhance student learning.

Theories of Social Constructivism

John Dewey, propounded constructivism as a philosophical approach. Bruner (1990) and Piaget (1972) are the chief contributors of the cognitive constructivists, while Vygotsky (1978) is the main proponent of the social constructivism. According to Dewey, education has its roots in real experiences. He said, “If you have doubts about how learning happens, engage in sustained inquiry: study, ponder, consider alternative possibilities and arrive at your belief grounded in evidence.” It emphasizes that both experiences and inquiry are the base of constructing and acquiring knowledge. Every experience contributes to construction of one’s knowledge and further that can be experimented, verified and authenticated by using the process of inquiry.

Piaget argues that learners produce their own knowledge on the basis of their experiences. Individuals construct their knowledge on the basis of two cognitive processes i.e. accommodation and assimilation, which emphasise creating a new structure of the existing knowledge and accommodate new information/knowledge into it. He also said that learning is a dynamic process in which learners construct their knowledge on the basis of their own theories of the world and adapt themselves to the reality.

Vygotsky Theory of Constructivism

Lev Vygotsky (1978) believed that culture is the principal determinant of cognitive progress. Vygotsky was of the opinion that in constructivism, knowledge leads to further cognitive development and it is not possible to explain this on the basis of single idea. The societal arrangement of intelligence emphasizes that the growth of the individual is not possible without his/her interaction with societal and cultural settings.

Vygotsky (1978) also said that for intellectual development, social and practical activities are required. Cognitive development is the product of dynamic relation between the individual and the society. There is a mutual relation between individual and society and it has its impact on both individual and society. Social interaction influences cognitive development by creating cognitive structures and thinking process. Let us try to understand the principles of constructivism as per vygotsky.

Four Principles of Vygotsky

- 1. Children construct their own knowledge:** It is rightly said that knowledge is not transferred passively, but it is personally constructed by the individual. It means that for transfer of knowledge, some medium is necessary on the basis of which knowledge can be received but every individual has his/her own way of perceiving the things and as per his/her perception or understanding, he/she constructs his/her knowledge.
- 2. Acquisition of knowledge cannot take place without social context:** It is correct to say that knowledge cannot be acquired without social context as human being is a social being and he/she lives in society by following

certain rules, norms of the society and learn or expand his/her knowledge by interacting with the social surroundings.

3. **Learning is mediated:** Mediated learning takes place when there is an interaction between a learner and a person who is more knowledgeable and helps the learners to modify stimuli and change his/her own cognitive structure. The person can be parent, adult, grandparents, peers and is called by Vygotsky as More Knowledgeable Other (MKO). (Mediation is also defined as a use of certain tools within socially organized activity).
4. **Language plays a central role in cognitive development:** Language is the means of communication and socialization. With the passage of time it becomes the tool for cognitive development or thinking.

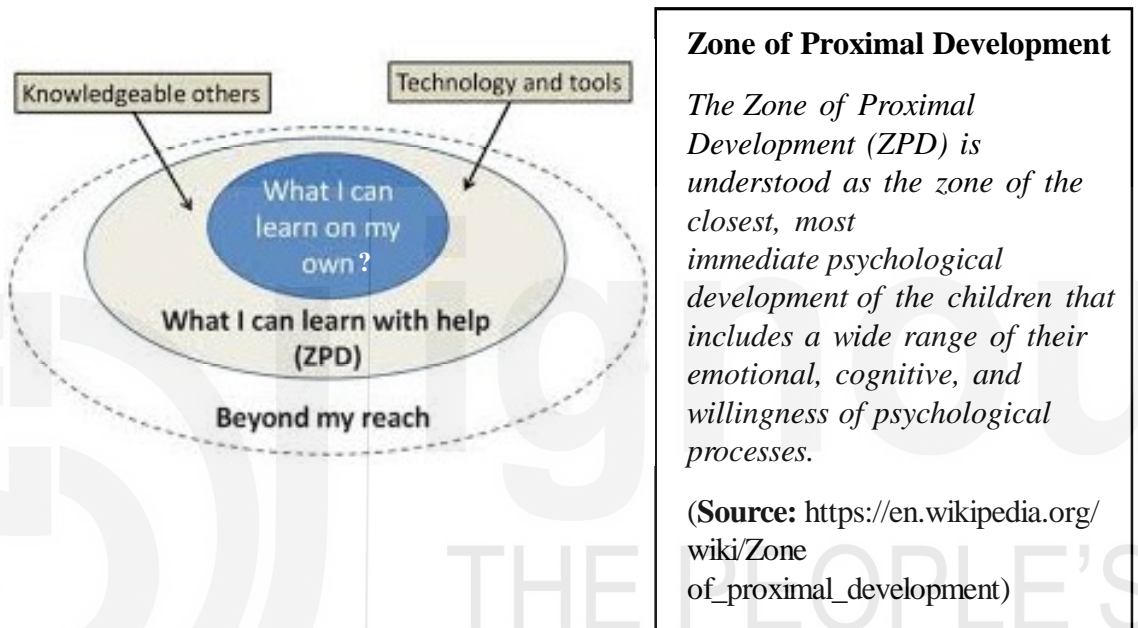


Fig. 15.2: Zone of Proximal Development

Educational Implications

- It provides scope for reciprocal teaching in which students play the roles of teacher and when they face difficulties, teacher helps them as a facilitator.
- Teachers and students collaborate among themselves in learning and practise four key skills: summarizing, questioning, clarifying, and predicting. Teacher's role in the teaching-learning process is reduced over time.
- Scaffolding provided by teachers or peers helps learner to structure or arrange the learning task so he/she works on it successfully.
- It provides learners scope to participate in creative activities and self organisation of ideas.
- It helps teaching shift from teacher centred to learner centred.
- It provides scope for new knowledge to be acquired and present knowledge to be expanded by learner.
- It provides scope for where contradictions need to be investigated, clarified and discussed.

- It helps to discover individual intellectual capacity.
- In this approach, teacher monitors and flexibly guides the students to the correct answer while encouraging critical thinking.
- It provides scope for situated learning where learner should be taught in a relevant or authentic Context (Maddux, Johnson, Wills 1997).
- It encourages team work and collaboration.

Check Your Progress 16.5

Note: a) Write your answer in the space given below.

- b) Compare your answers with the ones that are given at the end of the Unit.

10. Explain the concept of constructivism as per Vygotsky.

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11. Discuss the role of teacher in constructivist approach to teaching-learning process.

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15.9 LET US SUM UP

In this Unit, we have discussed about different types of theories of learning i.e. behaviourism, cognitivism and constructivism. With the help of these theories, teacher can develop self concept and different social and group behavior among the children. Different theories on cognition by Gagne, Ausubel and Bruner have been discussed. We have discussed how learning is acquired by interacting with environment and gradually fits to the frame of knowledge structure of individual. In other words we can say that learning is integrating new information in learners existing knowledge meaningfully, systematically or in a spiral form. Constructivism as the name itself reveals, refers to constructing or building knowledge of the students. The role of teacher is to support and provide all necessary facilities to the students. Students have requisite prior experience for construction of their own learning. The Unit ends with discussing educational implications of social constructivism theory of Vygotsky.

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15.11 ANSWERS TO CHECK YOUR PROGRESS

1. Classical conditioning of learning is a bond between stimulus and response. If we provide certain stimulus to the learners, the learners will exhibit the response. This is being used in the teaching-learning process to teach the young children.
2. Both classical and operant conditionings establish a bond between stimulus and response. In classical conditioning, stimulus is provided first, followed by response, whereas in operant conditioning, the subject exhibits the response first, then stimulus is given. Both types of conditioning are used for teaching the children. For details, follow the section 15.3.2, Table No. 15.1.
3. Self-concept is generally our individual perceptions, abilities, and unique characteristics. Self-concept determines our strengths and weaknesses and also prepares ourselves for new assignments.
4. The following explains the nature of self-concept:
 - Self-concept is one's beliefs about own personality.
 - It constitutes beliefs that come to mind when you think about yourself.
 - Self-concept is constructed from past experience, and is integrated with

your personality traits, abilities, physical features, values, goals, and social roles.

- Beliefs about the self-influence not only current behavior of a person but also with his/her future behaviour.
5. Receiving the stimulus situation, stage of acquisition, storage and retrieval.
 6. When child gets other information about the subjects independently by himself/herself, it is called inquiry based learning in which the learner himself find the solution to problem on the basis of his/her past and present knowledge.
 7. The teaching learning materials (curriculum, textbooks) should be systematically arranged for effective teaching and they need to be designed following the principles of simple to complex, easy to difficult, known to unknown and concrete to abstract. Bruner developed spiral curriculum. Bruner believes that any child of any age can be taught any subject at any stage of development.
 8. The core processes of social cognition are 'select (Social Information), interpret (Social information), remember (Social Information), and use (Social Information).
 9. Human agency theory says that human is pervasive in nature, no one can suggest or tell him/her to anything. He/she can influence his/her own actions. People set their own goal, plan, apply strategies and reflect.
 10. The concept of constructivism implies that individual has the capacity to create or construct his/her own knowledge through the introduction of what he/she already knows and believes. Mostly, it is based upon the prior experience of the individual that he/she has already acquired.
 11. In constructivist approach to learning, the role of teacher is to provide all supports to the students and facilitate them in their learning.

UNIT 16 UNDERSTANDING SOCIO- PSYCHOLOGICAL ATTRIBUTES

Structure

- 16.1 Introduction
- 16.2 Objectives
- 16.3 Socio-Psychological Attributes
- 16.4 Intelligence
 - 16.4.1 Alfred Binet on Intelligence
 - 16.4.2 Howard Gardener on Multiple Intelligence
 - 16.4.3 Educational Implications of Intelligence
- 16.5 Aptitude
 - 16.5.1 Meaning and Concept of Aptitude
 - 16.5.2 Correlates of Aptitude with other Psychological Attributes
 - 16.5.3 Educational Implications of Aptitude
- 16.6 Creativity
 - 16.6.1 Theories of Creativity
 - 16.6.2 Phases of Creativity
 - 16.6.3 Educational Implications of Creativity
- 16.7 Motivation
 - 16.7.1 Motivation as Need
 - 16.7.2 Motivation as Self-Efficacy
 - 16.7.3 Educational Implications of Motivation
- 16.8 Attitude
 - 16.8.1 Characteristics of Attitude
 - 16.8.2 Beliefs, Values and Attitudes
 - 16.8.3 Factors of Attitude Formation
 - 16.8.4 Educational Implications of Attitude
- 16.9 Personality
 - 16.9.1 Meaning and Concept of Personality
 - 16.9.2 Types of Personality
 - 16.9.3 Measurement of Personality
 - 16.9.4 Educational Implications of Personality
- 16.10 Let Us Sum Up
- 16.11 References and Suggested Readings
- 16.12 Answers to Check Your Progress

16.1 INTRODUCTION

Learning is not simply a matter of absorbing what is made available as inputs, like a sponge soaking up water. The learner is a key factor in determining what is learned, how it is learned and how fast and accurately. There are various principles or laws which explain the processes of learning. Here we shall just note that various characteristics of the learner will influence what and how he or she learns in a given learning situation or when faced with a set of inputs (IGNOU, 2010). The learning characteristics of the learners are varied in nature. Some are acquired and some are inherited. But, at the same time, it is quite difficult to say that which learners' characteristics/attributes are purely inherited or acquired. For example, when we talk about the attributes of a person like intelligence and aptitude, it is more inherited and less acquired whereas in case of attitude and motivation it is more acquired as we can change our motivation, personality and attitude as per the need of the situations. We, therefore, cannot consider all the learners' characteristics in one context rather in different contexts.

In view of the above, the present Unit specifically focuses on a few of the learners' characteristics and attributes such as intelligence, aptitude, creativity, motivation, attitude and personality. The unit explains the concept, measurement and educational implications of these socio-psychological attributes.

16.2 OBJECTIVES

After completing this Unit, you should be able to:

- explain the concept of socio-psychological attributes of the children.
- define the concept of intelligence and its theories;
- explain the concept of aptitude and its implications for learning;
- describe creativity and its various phases;
- analyse the contribution of various schools of psychology in understanding creativity;
- explain the contribution of motivation in development of child;
- explain the concept of attitude as an attribute;
- elucidate the factors contributing to attitude formation of the children; and
- describe the type and theories of personality.

16.3 SOCIO-PSYCHOLOGICAL ATTRIBUTES

Dealing with the socio-psychological attributes of the children is one of the important aspects for the teachers. Many a times, attitudes and abilities of children are influenced by their mental states and psychological constructs such as intelligence, aptitude, etc. To understand behaviour of the individuals, we have to observe and measure different socio-psychological attributes of the person and accordingly define behaviour. Mostly, the socio-psychological attributes are the constructs of Cognitive, Affective and Psychomotor domains of a person. For example, the socio-psychological attributes i.e. intelligence and aptitude belong to the cognitive domain of a person, whereas attitude, self-concept, etc. pertain to the affective domain of the individual. These attributes are the learners' factors which determine learners' engagement and achievement in academic and

non-academic areas. The attributes as mentioned in Figure 16.1 are further discussed with their explanations, measurement and educational implications.

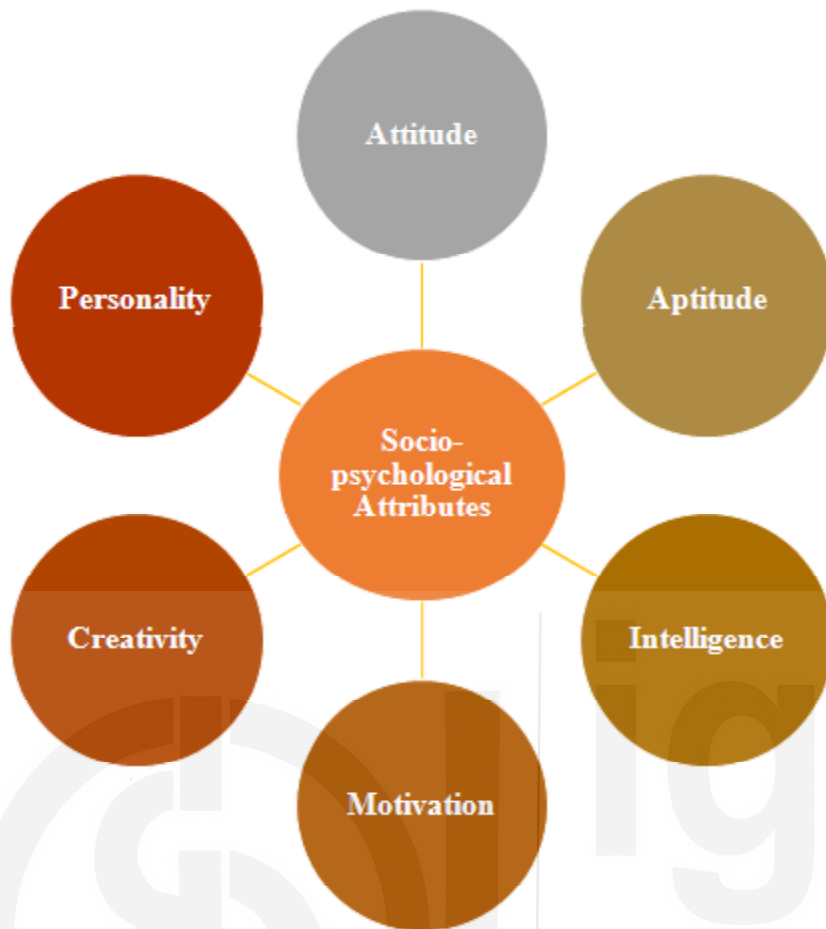


Fig. 16.1: Elements of Socio-Psychological Attributes

16.4 INTELLIGENCE

Intelligence, in general, is understood as the ability to think abstractly, solve problems and capacity to learn etc. Various intellectual abilities are expressed by children in different ways. One individual may be good at calculations but might not be able to paint a picture well or some other may enter a room full of strangers and may find it easy to understand the relationships among them while others may not. Someone may be good at sports, others at learning from lectures and so on. From such observations Charles Spearman in 1904, concluded that individuals differ in intellectual activities. On a mental test he found that those who did well in one sub-test were successful at other sub-tests as well. Then, through statistical analysis, he concluded that there was one common underlying factor which remains the same for all sub-tests. He called it the 'g' factor or general intelligence. This was the central factor that influences all cognitive abilities in an individual. It varies from individual to individual i.e. it is inter-individual factor. Whereas the other factors that varies from one sub-test to another was called specific factor (s-factor). For example, in case of intelligence, specific factors (s-factors) are memory, attention, concentration, etc.

16.4.1 Alfred Binet on Intelligence

French psychologist, Alfred Binet, the contemporary of Spearman, carried out scientific study of intelligence on the request of French Government. He developed the first intelligence test, in 1904, with the objective to identify children who needed special educational assistance. His test assessed a broad range of abilities as attention, memory, problem solving, etc. but produced a single

score called **Intelligent Quotient (I.Q.)** based on dividing a child’s mental age by his or her chronological age and multiplying the product by 100. For example a child of 10 year old with mental age of 12 would have an

$$\text{I.Q. of 120} = \left\{ \frac{12}{10} \times 100 \right\}$$

$\text{I.Q.} = \frac{\text{M.A.}}{\text{C.A.}} \times 100$
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M.A. → Mental Age

C.A. → Chronological Age

16.4.2 Howard Gardener on Multiple Intelligence

Another popular idea of intelligence came from Howard Gardener’s work ‘The Frames of Mind’ in 1983 in which he posited the idea of ‘multiple intelligences’. He described the following eight types of abilities:

Table 16.1

Eight type of abilities in Multiple Intelligence

Intelligence	Example	Components
Logical/ Mathematical	Scientist/ Mathematician	Sensitivity to numbers, patterns, reasoning and critical thinking.
Linguistic	Poet, Author, Journalist	Ability of understanding both written and verbal words as well as memorising words.
Musical	Vocal, Singer, Lyrist	Sensitivity to sound, rhythm, pitch, etc. They are able to sing, play music and compose music.
Spatial	Navigator, sculptor, architect, drivers, astronauts, etc.	Ability to visualize objects from different angles, space and notice fine details.
Bodily Kinesthetic	Athlete, dancers, etc.	Ability to control one’s body movements. Interpersonal, Politician, leaders, salesperson, etc.
Ability to respond. Intrapersonal	Deep understanding of self.	Ability to understand one’s own emotions, strength & weakness, introspection and self-reflective capacity.
Naturalistic	Hunters, farmers, botanist	Ability to recognize flora and fauna.

Later in 1999, Gardener added Existential Intelligence. He defined it as the ability to use one’s own intuitive thought and metacognition (awareness of one’s own thought processes) to ask deep questions about human existence as ‘Who are we?’ What are the purposes of our life? etc. However Gardener’s theories have also been criticized as being descriptive lacking empirical evidence. Further, abilities like music and dances are better to be kept in the category of ‘Talents’. Intelligence must be kept for general kinds of abilities.

16.4.3 Educational Implications of Intelligence

The journey of the concept of intelligence from being understood as mental abilities to multiple abilities and changing views on intelligence from being fixed

to malleable is of crucial importance for educational practices. Its realization in every individual as inherent potential is for the sake of his/her happy intellectual quest. The nation's progress lies in stirring up the dormant potential of each individual which in turn could be used purposefully in solving contemporary world issues, knowledge generation and saving humanity. Edgar Faure, former prime minister of France, commented on the UNESCO Report on 'Learning to Be, 'the human brain has a very large unused potential.' The job of education is to materialize these unlimited possibilities of the human brain through teaching and learning.

School curriculum should be framed in such a way that the students get enough space in the curriculum to exercise their mental abilities and accordingly practice them. Teachers should engage themselves in identifying the areas of intelligence of the students and accordingly provide them with further opportunities to work on in the areas of their intelligence. For example, if a learner has mathematical intelligence, he/she should be given challenging mathematical tasks. Similarly, if a learner has kinaesthetic intelligence, he/she should be encouraged to participate in sports activities.

Check Your Progress 16.1

Notes: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

1. What is intelligence?

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2. Describe Gardener's Theory of Multiple Intelligence.

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3. Discuss the role of education in relation to intelligence.

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16.5 APTITUDE

You must have observed that a student having a particular level of intelligence does not necessarily show the same level of performance in all subject areas. You might have observed that a person does well in Mathematics but fails in Languages and it may be vice versa. Many a times, you might have observed that a person does exemplarily well in sports but is not able to do well in academic achievement. Many a times, you must have come in contact with many persons who do well in mechanical work, art and crafts, physical activities, music and drama, etc. but they are not equally bright in other fields. It is because of one's aptitude or specific abilities to do a task well in that field.

16.5.1 Meaning and Concept of Aptitude

Aptitude is defined as follows:

In the Dictionary of Education, C.V. Good defined aptitude as a ‘pronounced innate capacity for or abilities in a given line of endeavour, such as a particular art, school subject or vocation’ (Source: Shodhganga, 2020).

In the Dictionary of Psychology, H.C. Warren defined aptitude as ‘a condition or set of characteristics regarded as symptomatic of an individual’s ability to acquire with training some knowledge, skill or set of responses such as ability to speak language, or produce music etc.’ (Source: Shodhganga, 2020).

Hahn and MacLean (1955) defined ‘aptitudes are correctly referred to as latent potentialities, undeveloped capacities to acquire abilities and skills and to demonstrate achievements.’

From the above definitions, an aptitude is thus best understood as a stable ability of an individual that is readily available as a resource, which can be applied to specific tasks requiring this ability, thereby enhancing his/her potential for learning. Different works require different skills and their corresponding aptitudes. Recognising this, psychologists have developed many tests for assessing specific aptitudes so as to predict how an individual may perform on a specific skill. (IGNOU, 2007).

16.5 Correlates of Aptitude with other Psychological Attributes

It has been discussed in the earlier sections that intelligence alone is not enough for achievement in a specific field. It also depends upon the interest, attitude and aptitude of the person in that field. A person having aptitude in a particular field is expected to do well in that field if he/she gets opportunity to acquire skills and competencies in that field. Although, one may not have both intelligence and aptitude in the same field but there is evidence that there is positive correlation between intelligence and aptitude scores of the individuals and similarly there exists a positive correlation between achievement and aptitude scores of the students. Aptitude and attitude are also somehow correlated with each other as the individual having aptitude in a particular field naturally develops a favourable attitude to work in that field. Many a times, it has been considered that Aptitude is an inborn quality of an individual, but it is not true. Bingham considers the view as mistaken. According to Bingham (1942), aptitude is a person’s potentiality and quite certainly is the product of interaction between conditions both innate and environmental.

16.5.3 Educational Implications of Aptitude

The factors which contribute to aptitude of a person are his/her heredity and the environment he/she is surrounded by. It is, therefore, the role of teacher and the parents to identify the qualities and specific aptitude of a person in an area and accordingly provide scope to exhibit those qualities. The aim of education is to nourish the children in the school system in such a way that they get ample scope to do the work and develop skills in areas of their aptitude. The specific aims of education for nurturing aptitude of a child are as follows:

- Teacher should observe the strong points of the students and accordingly provide them scope to grow in those areas.
- Not necessarily all children will be forced to do all the scholastic activities, children having aptitude in other areas of knowledge should be given opportunity to pursue and grow in those areas.

- In the family, both the parents should observe the behaviour pattern of their children and accordingly they should be given opportunities to pursue studies in their areas of aptitude.
- A varieties of activities need to be conducted in the school so that all students can participate in those activities as per their aptitudes.
- There should not be any comparison between scholastic and co-scholastic abilities of the students. Abilities in any areas of school's activities should be considered as equally important.

Check Your Progress 16.2

Notes: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

4. Define aptitude.

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5. How is aptitude correlated with other attributes?

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16.6 CREATIVITY

Novelty, as an essential characteristic of creativity, implies largely rearrangement of existing knowledge. For example, a child rediscovers that the sum of the squares of the other two sides is equal to the sum of the square of the third side. It is considered as a creative act, although the implication of this discovery for a body of knowledge is negligible, since this law is already a part of geometrical knowledge. But, it has certain meaning as this has been conceptualised and presented by the child in an innovative manner.

Creativity can be understood in four categories. **Creativity from individual point of view** is a *person who creates*. It is also explained by way of **mental process** including attributes of motivation, perception, learning, thinking and communicating. **Environmental and cultural influences** are other ways of looking at creativity and finally it is understood in terms of product, such as theories, inventions, paintings, carvings, and poems. Whatever it may be, most of the definitions accept an essential element of creativity i.e. novelty.

Thus any sort of novelty, invention, scientific thinking, aesthetic creation or any act that involves rearranging of previously experienced element into new configuration is an act of creativity. In this reference, Louis Fliegler says 'creativity is within the realm of each individual depending upon the area of expression and capability of the individual.' The potential for expression among people are unequal by nature. We must give all children equal chance of expression, but we must not expect each child to be equally creative.

16.6.1 Theories of Creativity

There is no theory of creativity that can be accepted universally. But various Schools of Psychology have contributed to the general understanding of this concept. An explanation of creative thinking is construction of gestalts or patterns. A problematic situation is grasped as a whole by establishing the links among all elements of the problem. As soon as the links are made in conscious, the solution is arrived at restoring harmony from stress. Here the child has to think in one consistent line. But this School does not explain how a child has to ask original questions. The Psychoanalytic School of thought explains creativity as the product of conflict between the 'id' and 'ego' in unconscious mind before one must keep expressing himself /herself for his/her emotional well-being. More interestingly, the material on which an individual solves his/her unconscious conflict is unfulfilled wishes of childhood, be it writing, painting or dancing.

The suppression of these potentially creative impulses of unconscious mind can cause neurosis. The more recent thinkers like E.G. Scheschtel sought creativity to be like hunger – drive within creative person who thinks creatively in order to return to the state of equilibrium. While Carl Roger conceives creativity as curative forces to enhance self of a person and to actualize his/her potentialities. Abraham Maslow supporting this view designates creativity as an expression of sound and integrated personality by way of self- actualization.

16.6.2 Phases of Creativity

There is consensus among theorists to certain extent that creativity takes place in five phases. Each phase of creativity is linked with other phases. The lowest phase of creativity starts from insight and it reaches the highest phase of creativity i.e. verification (see Figure 16.2).

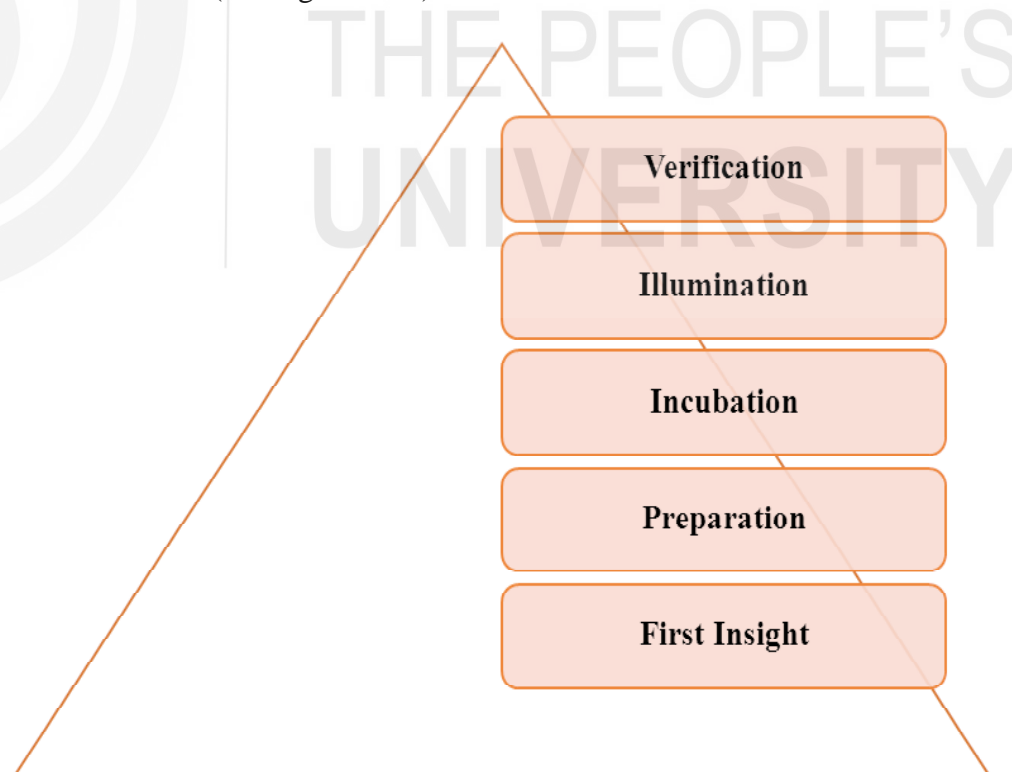


Figure 16.2: Phases of Creativity

Phases of Creativity

First Insight: First of all, an idea must be generated in one's mind that something is to be done. Long before John Milton wrote 'Paradise Lost', he had an idea to write an epic poem.

Preparation: For generating the idea, the creator gets into intensive reading, discussion, questioning, collection and exploration. A painter may sit for days on the hillside observing different shades of lights filling them up in his memories and emotions before he/she expresses them on canvas.

Incubation: Immersion in the subject matter is essential condition for creative thinking. When the mind has done working consciously, giving all sorts of frustration, the creator gives up thinking. It is the time when the ideas go underground, making unexpected connections before their emergence. Inspiration may come in six months, six hours, or six minutes.

Illumination: Then all of a sudden, illumination occurs in a spark of thought that links the varied ideas. It was after long years of tireless work, one day in 1685, Newton saw an apple falling in his garden which he turned into 'law of gravitation.'

Verification: It is the difficult phase of refining, altering, correcting and communicating the idea that came in a spark. Newton spent many years in verifying his theories.

16.6.3 Educational Implications of Creativity

In order that a child optimises the use of his/her potentials, education must help him/her to learn to think creatively in a range of situations. Educationists have begun to realize that creativity is as natural to an average student as to a genius. Hence, a few things can be done in classroom to ignite creativity among students.

Teacher must encourage students' original idea.

To stimulate curiosity, teacher needs to create disequilibrium in students mind by asking, what would happen if.....? How would this influence.....? What would happen if we could read others' thoughts? For this teacher needs to develop an inquiring mind in students.

Self-direction is essential for creation, hence teacher must be trained to pull his/her knowledge in taking up independent project of his/her own. Teacher must evaluate it himself/herself.

Child must be taught to be aware of crucial gaps in knowledge. This can be done by helping them to see the thing with new sense, instead of taking it for granted.

Self-absorption is essential for novelty, origin, and fluency. Novelty can be achieved with hard work or perseverance.

Check Your Progress 16.3

Notes: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

6. What is creativity?

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7. Discuss the phases of creativity.

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16.7 MOTIVATION

Motivation is a very common term that we use in our day to day practices. We motivate our children, teachers, employees, to work for achieving our target. It has a great force for people to do the work in time and with accuracy. This is highly popular in the process of teaching-learning. Maslow defined motivation in terms of need, 'a physiological or sociological deficiency that a person feels compulsion to satisfy'. A satisfied need no longer motivates behaviour. Cherry (2010), viewed motivation as 'the process that initiates, guides and maintains goal oriented behaviour.' Brenner (2006) defined it as 'the level of effort an individual is willing to expand toward the achievement of a certain goal'. Guay (2010) described it as 'reason underlying behaviour'.

16.7.1 Motivation as Need

There are many theories of motivation, but one of the most well-known theories of motivation is that of Abraham Maslow, who published a book in 1962 titled 'Towards a Psychology of Being'. Maslow identified five levels of hierarchical needs that we attempt to accomplish throughout the life. In progressive series, our next need is revealed when the previous one is realized. These needs are:

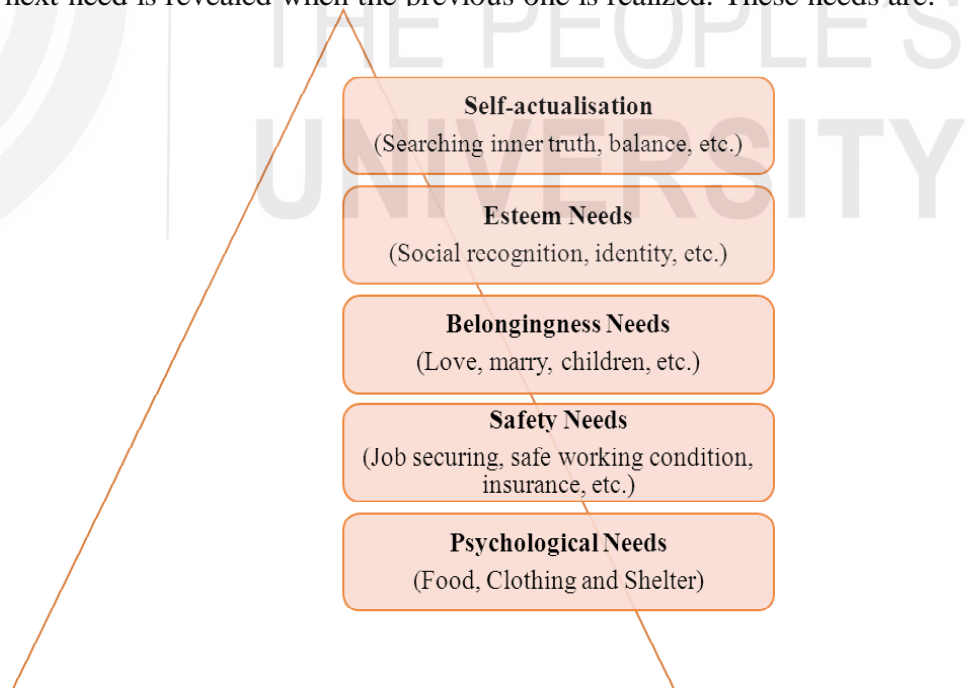


Fig. 16.3: Maslow's theory of Self-actualisation

Maslow's theory of motivation explains human need in the hierarchical order. In the hierarchy, the needs start from the psychological need, i.e. food, clothing, shelter, etc. and they go towards the highest order, i.e. need for self-actualisation.

It is always very difficult to reach the self-actualisation stage as it requires introspection, meditation, and self-realisation. This stage is a realisation and feeling aspect of human being as the earlier needs which are very much essential for the human beings have already been achieved and at this stage human beings want to actualise themselves.

In order to meet these needs, teachers and educators must take care of nurturing certain values, such as:

- Love and care is the core for accomplishing these needs. Hence children must learn to value them. Teacher and parents must counsel the children understand these needs from different perspectives and learn to love and care to accomplish more needs.
- Freedom to explore will bring knowledge. Creativity will be essential to discover novelty, originality and fluency in work.
- Development of ability to understand the purpose of life and working towards it can actually lead to self-actualization. It is also searching for inner truth to become balanced and independent.

Maslow's hierarchy of needs has been criticized on the ground that fulfilment of human needs is not always hierarchical in nature. Sometimes, lower needs of an individual are not fulfilled, but he/she strives for fulfilment of higher needs. For example, without fulfilling safety needs, one tries to fulfil his/her belonging needs. Despite the criticism, the relevancy of this hierarchy has been used to motivate individuals for years.

16.7.2 Motivation as Self-efficacy

Bandura's theory of self-efficacy explains children's beliefs about their capability to carry a specific task. The self-efficacy is a blend of self-concept (What do I think of myself?) and self-esteem (How good do I feel about myself?). These are important sources of students' confidence that helps them in choosing the level of difficulty and complexity of a task. An optimum level of self-efficacy is slightly above the true capacity. (Bandura, 1997).

A high level of self-efficacy describes the person's persistence at task, improves his/her ability to cope with stressful situation and provides him/her motivation at failures. In life situation, self-efficacy contributes to meeting the demands raised by society, at different ages, such as career, marriages, rearing children, profession and defining vision and mission of life.

Educational environment in schools and colleges can contribute to self-efficacy in the following ways:

1. Helping students to master the tasks.
2. Encouraging students to watch other's mastering tasks.
3. Motivating learners to take up challenging tasks.
4. Breaking emotional resistance of learners in carrying out the tasks.

16.7.3 Educational Implications of Motivation

We now know that motivation is an important construct and lack of it among students could hinder their learning process. Five factors need to be kept in mind by the teachers while motivating students. These are students, teacher, content, method/process and environment. Students must have access to learning

resources, abilities to benefit from the instructional process and interests in various instructional activities. Teacher must be trained, focused on educational process, dedicated and responsive to students need. The method must be innovative, interesting and applicable to students' life. Environment must be accessible, safe and cater to the individual needs.

Further, student learning is enhanced if two factors i.e. intrinsic and extrinsic learning are taken into account. Students, who are intrinsically motivated, will value learning and mastery of contents than external rewards or reinforcements. To enhance it students should be motivated to make effort. Extrinsically motivated students will rely on rewards and results like test scores. The most effective extrinsic motivation is probability of finding a job. School environment can promote the blend of these two motivations to develop competency and competitiveness among students.

Check Your Progress 16.4

Notes: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

8. What is motivation?

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9. Describe Abraham Maslow's theory of motivation.

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16.8 ATTITUDE

Attitude is an acquired pre-disposition to respond to objects, events, things ranging from favourable to unfavourable. It is explained in cognitive, affective and behavioural terms. Attitude of a person towards an object or an event or a thing may vary from time to time and may be expressed in positive or negative terms. Attitude can also be measured and qualified with the help of attitude scale.

16.8.1 Characteristics of Attitude

Attitudes are developed by individuals over a period of time. It is not present in individual at the time of birth. e.g. respect for members in family is learnt by observing behaviours of other members in the family.

Attitude is not in vacuum but towards an object, person, event and thing. e.g. Liking or disliking a person develops over a period of time.

Attitude of a person ranges from positive to negative, remains relatively permanent and gradually changes, e.g. I like learning through online mode.

It has motivational properties. e.g. I love engaging myself in challenging academic tasks.

16.8.2 Beliefs, Values and Attitudes

An attitude is closely related to one's beliefs and values. **Beliefs** are mostly personal in nature and develop through our personal experiences. One's spiritual, religious, political, intellectual and social beliefs are mostly based upon his/her personal understanding and experiences. Beliefs are abstract and subjective in nature as they depend upon one's personal judgement and dispositions, such as one's judgement on certain political events in the country.

Values are beliefs that motivate or guide our attitudes and actions in our life. Values are developed or formed from one's belief. Beliefs are included in one's values. Values are also abstract and subjective in nature. Values cannot be measured objectively, scientifically and quantitatively. The common values that we develop are honesty, freedom, equality, beauty, harmony, happiness, truthfulness, etc. These values can be observed from the behaviours of a person but difficult to measure objectively as we cannot measure honesty, happiness, truthfulness, etc. in quantified terms.

One's **attitude** is also formed based on his/her beliefs and values. It includes both the beliefs and values. One's attitude may be his/her perception and outlooks towards different situations, ideas, objects, and persons. Formation of attitude is based upon cognitive, affective and psychomotor domains of one's understanding. It can be measured and quantified by using an attitude scale of values. For example, one's attitude towards school system, towards teachers, towards different subjects, towards assessment practices in the schools, towards society, towards games and sports, towards peer and group learning, etc. can be measured and quantified by using an attitude scale. One's attitude may go in both the directions such as positive or negative, favourable or unfavourable, desirable or undesirable, etc. Figure 16.4, shows the relationships among beliefs, values and attitudes.

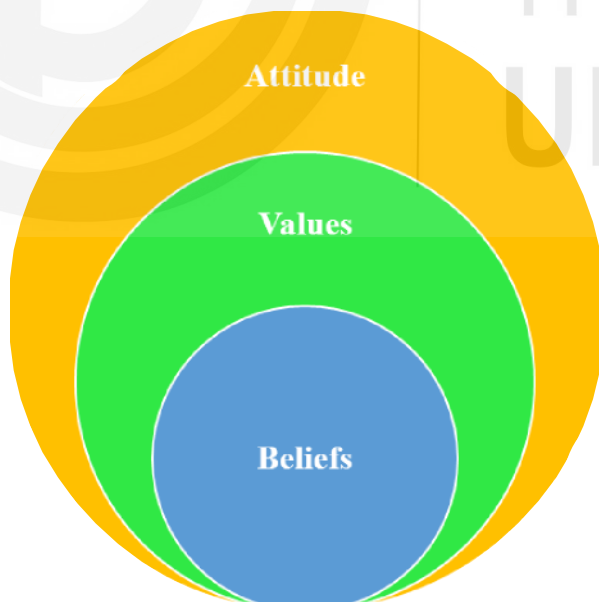


Fig. 16.4: Relationship among Beliefs, Values and Attitudes

16.8.3 Factors of Attitude Formation

Things that satisfy our need act as supports towards achieving our goal and form our favourable attitude but things that act as obstacles in achieving our goal form our negative attitudes towards them. For example, we support the political party that works more for our well-being.

- i) **Social Learning** influences our attitude in three ways:
 - **Classical Conditioning:** Our attitude is conditioned by external stimuli. For example, if we frequently examine failure in getting a prize through lottery, we develop an attitude that we cannot win a lottery which is based upon one's luck.
 - **Instrumental Conditioning:** We develop certain attitudes in process of learning from the members of society behaviour. For example, certain attitudes are rewarded by our parents whereas non-conformity to religious practices, marriage and family discipline is not rewarded by them.
 - **Observational Learning:** Children tend to grow watching parents and others in family and society. They conform to their actions without questioning their wisdom. For example, life requires patience, growth is our own responsibility, social identity is important for living in society.
- ii) **Cultural Factor:** Individuals learn through different cultural practices. People of the same culture exhibit similar attitudes whereas people of different cultures exhibit differences in their attitude. Individuals brought up in Asian culture identify themselves with their family while in Western societies they perceive their growth as their individual responsibility.
- iii) **Personality Factor:** Attitudes which are in accordance with our personality are acquired easily. People with high intelligence and literacy level are critical, reserve, sceptical, and having good sense of humour.

16.8.4 Educational Implications of Attitude

Development of attitude is crucial factor in an individual's development, as right kind of attitude is important to live a happy and satisfied life. Hence, openness, readiness to learn, exploration, courage to accept criticism to improve oneself, and tolerance are desirable in one's attitude. Further, children's attitudes are formed through conditioning, observation, affiliation and socialization. Therefore teachers, parents and community must take care children's attitude. A sound personality is formed when childhood premises are built on the foundation of positive attitude. One must learn from his error and obstacles in life. Good attitudes are desirable and their formation is ones' obligation, and responsibility for a growing knowledge society.

Check Your Progress 16.5

Notes: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

10. What is attitude?

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11. Explain the aims of education for forming attitude among the students.

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16.9 PERSONALITY

As like above discussed attributes in the earlier sections, personality of a person is also one of the attributes that determine person's dealing with individuals, groups and situations. The term personality is a very complex phenomenon to define and understand. In a very simple language, we understand personality is the totality of everything about an individual that includes his/her social, emotional, mental, ethical, and spiritual aspects. But that is not the holistic meaning of personality. Let us try to understand the meaning and concept of personality.

16.9.1 Meaning and Concept of Personality

The term 'personality' is derived from the Latin word 'Persona', which means the mask worn by the then Roman Actors who were acting on the stage. The term personality, thus, means outward appearance of an individual. Some of the renowned psychologists define personality as follows:

'An individual's personality is his unique pattern of traits'. (J.P. Guilford)

'Personality is that which permits a prediction of what a person will do in a given situation'. (R.B. Cattell)

'Character is not really a cumulation of separate habits and ideas. Character is embedded in the total structure of personality'. (L.J. Cronbach)

'Personality is the more or less stable and enduring organisation of person's character, temperament, intellect and physique, which determine his unique adjustment to environment'. (Eysenck)

From the analysis of the above definitions, we can understand the concept of personality by identifying the following features:

- Personality of each individual is different and unique.
- Personality is the product of both hereditary and environmental factors.
- Personality helps the individual to adjust to his/her own environment.
- School based experiences and activities influence personality of the person.
- Personality provides a complete view of individual's behaviour cognitive, affective and psychomotor domain.
- By using a suitable technique, personality can be assessed and described.

16.9.2 Types of Personality

Many psychologists have classified personality of individuals in different ways on the basis of their physical characteristics, socio-emotional behaviours, interpersonal communication skills, etc. Let us understand various types of personality.

Spranger's Six Types of Personality : Spranger classified personality into six different types on the basis of behaviour and attitude. They are:

- **Aesthetic** – Who loves beauty and describes the beauty of nature.
- **Economic** – Who is very economical and inclined to hoard money and wealth.

- **Political** – Who pays attempt to political dealings and holds political positions.
- **Religious** – Who is engaged in various religious activities and pays attention to religious matters.
- **Social** – Who shows interest in various social activities and involves themselves in community works.
- **Theoretical** – Who loves to acquire knowledge and follows the rules and principles.

Allport's Trait Theory of Personality: According to Allport, 'personality is a dynamic organism within the individual of those psychological systems that determine the unique adjustment to his adjustment'. He stresses on understanding various traits of the individuals for development of their personality. The traits are as follows:

- **Cardinal Traits** – Cardinal trait is a very dominant trait. Cardinal traits play a dominant role in shaping personality and behaviours of an individual. The individual is known for such behaviour. For example, a cheerful person is always known for his/her cheerful behaviour.
- **Central Traits** – Central traits ordinarily describe a person's overall character. They are like qualities such as honesty, kindness, submission, etc. When we discuss about a person, we came to understand about that person because of his/her central traits.
- **Secondary Traits** – Secondary traits are normally not visible and they appear relatively in a few situations. They are not considered as an integral part of one's personality like cardinal and central traits. For example, you are very hard in decision making but sometimes you may be very easy going person. All these depend upon specific situations.

Freud's Psycho-analytic Theory: Freud's Psycho-analytic theory of personality is built around the state of mind that determines our thinking and problem solving behaviour. Freud described that personality of an individual is built on a three-tier system i.e. 'Id', 'Ego', and 'Super Ego'. An individual's personality is shaped by his/her Id, Ego and Super Ego states of mind and behaviour. Let us understand these concepts:

- **Id** – Id is the unconscious state of mind. Its activity is immoral in nature. It is also called as a dark side of behaviour of a person. Id is one of the blind instincts of mind which wants immediate satisfaction. It never distinguishes between good and evil. The Id instinct of a person is highly dominated by getting pleasure in life.
- **Ego** – Every person in the world has Ego. Ego operates on the principle of reality and it is sometime based upon logic and one's principles of life. Presence of the instinct Ego directs the person towards fulfilling one's desires. Many a times, there exist conflicts between Id and Ego. Ego also operates with the energy derived from the Id but it is a part of conscious. The actions of Ego are guided by the Principle of Reality.
- **Super Ego** - Super ego is always moral in nature. It distinguishes between right and wrong, good and bad. Super ego is very much social in nature.

Super ego of a person always directs him/her towards demonstration of ethical and moral behaviours. It also keeps a balance between the Id and Ego instincts of mind.

Jung’s and Eysneck’s Classifications of Personality: Jung and Eysneck have classified personality in view of keeping the nature of human being and their qualities of sociability. Carl Jung opined that there are two types of personalities, i.e. Introvert and Extrovert, whereas Hans Eysenck introduced the concept of Ambivert personality. Let us understand the concept of these three types of personality and their characteristics in Table No. 16.2.

Table No. 16.2

Introvert, Extrovert and Ambivert Personality Characteristics

Personality Pattern	Characteristics
Introverts	<ul style="list-style-type: none"> ➤ Like to live within, love solitude and keep away from social and other types of gathering. ➤ Not friendly in nature, but they enjoy a small group of close friends of their nature. ➤ They are very self-conscious in nature. ➤ They are a little shy in nature and hesitate to express themselves in front of the public. ➤ They love reading and writing literature of their interests. ➤ They are not very much social in nature.
Extroverts	<ul style="list-style-type: none"> ➤ They love to make friends and live in groups. ➤ They are very much talkative and popular among their friends and relatives. ➤ They love to live in outward world and never hesitate to express their feelings and opinions on matters related to their personal and social issues. ➤ They love music and public gatherings. ➤ They like leadership quality and they are very forward in nature to interfere in others’ activities and also help them.
Ambiverts	<ul style="list-style-type: none"> ➤ They have mixed type of personality like, they show introvert personality and extrovert personality as per the requirements and demands of the situations. ➤ In the world, many people are really ambiverts in nature. ➤ The number of purely introvert and extrovert persons is very less. ➤ People usually change themselves according to the need of the society.

16.9.3 Measurement of Personality

A variety of techniques are used to measure personality of the person. Both projective and non-projective methods are used for personality assessment. Under projective techniques of measurement of personality, the specific techniques such as Rorschach's Inkblot Test (RIT), Thematic Apperception Test (TAT), Work Association Technique, Sentence Completion Technique, Behavioural and Cognitive Assessment, bodily assessment and personal facts are considered for measurement of personality. On the other hand, non-projective techniques such as interview, observation, rating scale, personality inventory, self-reporting techniques, etc., are also used to measure personality of a person.

16.9.4 Educational Implications of Personality

The following are some of the activities that the school management and the teachers should undertake for the development of personality of students in schools.

- Teacher should create an atmosphere inside the class so that students develop inter-personal communication skills and understand each other.
- All students should be given opportunities to participate in various activities in the school according to their abilities and interests.
- Personality development programmes should be integrated in the curriculum and teaching-learning process for wholesome development of personality of students.
- Peer and group activities should be organised in schools.
- Leadership quality among students should be developed by assigning projects and other field related activities to them and every student should be given opportunities to take up leadership role in their group.
- A democratic environment should be created for proper personality development of students.

Check Your Progress 16.1

Notes: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

12. Define personality?

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13. Differentiate between introvert and extrovert patterns of personality?

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16.10 LET US SUM UP

To sum up, the learners' factors are highly flexible and changing one. It is personal, but it is only marginally related to stable qualities like intelligence, aptitude and personality types. These qualities appear to be strongly influenced by heredity, and so are considered to be relatively unchanging. On the other side, learners' characteristics such as attitude, abilities, motivation, etc. are ever changing and are determined by the specific learning and life situations of the learners. Therefore, these qualities are learned and acquired. In this unit, we have broadly discussed about the theoretical constructs of the learners attributes and how do they work in the educational context.

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16.12 ANSWERS TO CHECK YOUR PROGRESS

1. Intelligence is defined as the ability to think critically and abstractly, solve problems, adjust in diverse situations and capacity to learn, etc.
2. Gardner's theory of multiple intelligence describes eight type of intelligences such as logical, linguistic, musical, spatial, bodily kinaesthetic, interpersonal, intrapersonal and naturalistic intelligences.

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3. School curriculum should provide the students to exercise their mental abilities and teacher should provide opportunities to the students to work on the areas of their intelligence.
4. Aptitude is the innate and potential capacity of a person in any field.
5. Aptitude is positively correlated with intelligence and achievement.
6. Creativity is defined as a unique ability of the students to create something new and innovative.
7. Creativity undergoes with the phases such as insight, preparation, incubation, illumination and verification.
8. Motivation is a psychological force that directs and guides a person towards achieving his/her goal.
9. Maslow's theory of self-actualisation proceeds from the lowest individual needs (psychological needs) to the highest needs (self-actualisation). In this theory, a forward need is associated with the fulfilment of the preceding need.
10. Attitude is a person's disposition towards a situation, object, ideas, etc. Attitude is mostly acquired in nature and it may be based on cognitive, affective and psychomotor domains.
11. There is the need to establish a positive environment in the school and constructive dealing between the students and teachers for developing positive attitude among the students. Family culture and environment are also equally responsible for developing a sense of positive attitude among the students.
12. Personality is a behavioural pattern of a person which includes both hereditary and environmental factor that constitute personality of the person.
13. Introvert persons are self-aware, calm, love of reading and writing, and they like to live within whereas extrovert persons are talkative, optimistic, friendly, and very social in nature.