CHILD AND ADOLESCENE DEVELOPMENT AND LEARNING.EPS121.
UNIT ONE

What is growth?

This is the permanent increase in the number of cells acquired by an organism in the course of it development. It is usually measured in centimeters or grams.

It is quantitative biological changes that increase in size, weight, height and structure of the various parts of organism. Growth is quantitative physical changes and that increase in bodily dimensions. E.g. size and structure, weight and height. Growth therefore can be measured, compared and observed.

What is development?

It is qualitative changes, which occurs in an individual during his\her lifetime span but in an orderly manner. This changes occurs from conception to death. The changes include physical, motor, intellectual and personal

Changes. It therefore implies an increase in ones ability to function efficiently.

What is maturation?

It is the unfolding of the natural potentialities of an individual and does not come as a result of learning. It is therefore a natural change that occurs within the individual. It is internal factor and occur when the new feature of an individual emerge through normal growth process. Example, appearance of grey hair. Maturation follows a universal pattern. For instance child sit before he or she crawls, have milk teeth before permanent teeth and get infancy before childhood. As a result of maturation activity become possible which formally were physical impossible.

HOW GROWTH, MATURATION AND DEVELOPMENT ARE INTERRELATED

Growth, maturation and development are closely related and depend on each other. There is slightly differences between them. None can claim total independence and the reasons are that;
1. Development progresses in orderly manner towards the goal of maturation.
2. Every individual grows up, he\she mature at the same time develop.

In simple put, growth causes a person to become mature enough for certain functions and capabilities and functions leading a qualitative improvement or development.

DIFFERENCES BETWEEN GROWTH AND DEVELOPMENT
1. Growth is purely quantitative whiles development is both quantitative and qualitative.
2. Growth can be measured, compared and observed whiles development can be observed but cannot be measured.
3. Growth is growth and the sense narrow but Development, consist of various aspect such as physical, social, moral, emotional, and language. In other words, it is broader than growth. Therefore development is universal of growth.

DOMAINS OF DEVELOPMENT

Development is the pattern of movement or changes that begins at conception and continues through out the life cycle. The pattern of development is complex because it is the product of several processes, namely:

1. Physical development (biological).
2. Cognitive development
3. Psychosocial development.

These processes are generally referred to as the domain of development and they are mainly three (3).

PHYSICAL (BIOLOGICAL) DEVELOPMENT

This involves changes or improvement in the body or process, which includes.

a. Physical growth- i.e. growth of the body or an increase in the parts of the body. E.g. height bones and muscles.
b. Brain.
c. Changes in sense (e.g. smell, touch, vision, taste, hear)
d. Changes in motion or motor development or skills.
e. Sexual development.

It includes the effects of aging such as changes in eyesight, muscular strength etc. But remember it does not include changes as a result of accident, illness or other special events.

COGNITIVE (MENTAL OR INTELLECTUAL) DEVELOPMENT.

This has to do with changes reasoning and thinking with language acquisition, and how individual gain and store knowledge in the environment. It includes what is commonly refers to as learning. In effects everything that has to do with the mine or thought process. Example,the task of putting together two sentences, memorizing a poem, solving any challenging issues.

PSYCHOSOCIAL DEVELOPMENT

This concern changes in feelings or emotions as well as changes in how individual relate to other people. It includes relationship with family, peers, neighbor and teachers as well as an individual's personal identity or sense of self. Identity and social relationship tend to evolve together. How a person looks physically can affect how he\she feels about himself and can affects his relationship with friends. And his power of reasoning can influence his\her ability to understand the needs of others and this way affects the quality of his\her relationship with others.

HOW THE THREE (3) ARE CONNECTED IN MANY WAYS

Physical growth makes the cognitive processes of language acquisition possible. But language also makes early social relationships more possible.

ASPECTS OF DEVELOPMENT

1. Social
2. Moral
3. Cognitive\ intellectual
4. Language
5. Physical (biological)
6. Emotional

STAGES OF DEVELOPMENT
1. Pre-natal (conception)- up to birth or 266-280 days
2. Infancy (0-2)
3. Early childhood (2-5 years)
4. Middle childhood (5-8 years)
5. Late childhood (8-11)
6. Adolescent (11-18 years)
   NOTE: Adulthood if part than it is the last and is +18 years.

PRINCIPLES OF GROWTH AND DEVELOPMENT
It is essential, fundamental facts about individual development. It is about rules, laws or guidelines that govern development and they apply to all human and in all cultures. It is therefore can be said, it is a rule that guide the human development process.

1. **DEVELOPMENT IS CONTINOUS:** Development is said to be continuous because it begins at the time of conception and continues till death. No stage in child development is strictly separated from proceeding or succeeding ones. However, it is not always smooth and gradual thought. For example, there are spurts (jump up) in physical growth such as increase in height and weight during adolescence. Also there is sharp rise in vocabulary acquisition during pre-school years (2-5 years).
2. **DEVELOPMENT AND GROWTH ARE DIRECTIONAL**: Although individual may differ in the rate of growth and development, the development process follows a direction that is similar in all individuals. It starts from a point and progress towards another. The sequences that development follows are in two (2) fold.
DEVELOPMENT START FROM THE HEAD AND PROCEEDE TOWARDS THE HEEL OR TAIL OR TOE: This is known as cephalo-caudal direction. Cephalo is the head direction and caudal is the toe or tail or heel. The head therefore develop first proceed down towards to the arms and to the toe. Before a child sit he\she controls the head fist, arms and towards the heel.
DEVELOPMENT STARTS FO THE CENTRE LINE TO THE OUTER PARTS: This direction is known as proximodistal trend. Proximo is the central part or the middle part before distal the outer or periphery. During pregnancy, the heart, liver, pancreas and spinal cord develop first before fingers and feet.
3. **DEVELOPMENT FOLLOW IN ORDERLY SEQUENCE**: This shows that there is similarity in order in which people grow and develop. For instance children sit before they stand and crawl before they walk. In the child language develop start with crying, cooing, bobbling, use of single

words before he\she talks or use sentences. The child draws circle before he\she draws square.

4. **GROWTH AND DEVELOPMENT ARE INFLUENCE BY MATURATION**: This principles says that an individual can only perform a task when he\she given task or participate in a given task when he\she is ready for it. This can be physical readiness, mental readiness, social readiness etc. Training or learning thus has little or no impact on maturation. For examples, a child cannot be trained to walk, talk etc. unless he\she is ready to perform the task of walking or talking.

5. **DEVELOPMENT PROCEEDS IN STAGES**: Human development and growth start on the day the ovum of a woman is fertilized by the sperm of a man. During pregnancy, the foetus develops through three stages, namely: germinal, embryonic and foetal stage. After birth individual develop through infancy, childhood, adolescent and adulthood. Individual irrespective of their place of origin must necessary pass through these stages.

6. **GROWTH AND DEVELOPMENT PROCEED FROM GENERAL TO SPECIFIC**: The first cells of the human organism immediately after conception are undifferentiated; that is we cannot see all the parts of the human body such as the heart, ear, arms, eyes etc. But with time, however, they progressively differentiated in the sense of becoming increasing specialized in their structure and function. The same thing applies to children learning. At first, children see all men as "dada" (undifferentiated or general). Later they are able to see who "my father" is (differentiated). Again, all four legs "animals" but later to specific to a goat, sheep etc.

7. **GROWTH AND DEVELOPMENT ARE INFLUENCE BY HEREDITARY AND ENVIRONMENT:** The individual is a products of both hereditary and environmental factors. Most of our physical and personality characteristics are genetics that we inherited form our parents. On the other hand is the environment. The home, community, etc. make up the environment. These two factors do interact to determine any particular trend of the individual's growth and development. None is more important than the other.

8. **GROWTH AND DEVELOPMENT IS CUMMULATIVE (EPIGENETIC) IN NATURE**: This principle explains that although certain changes in the human body might see to appear sudden, but in actual fact, the changes do not emerge of sudden but as results of cumulative experience. Every change in a child be it his first word "da" or "ma", sit walk or run is a results of prior growth and experience and that, these changes are gradual and continuous.

9. **GROWTH AND DEVELOPMENT ARE IDIVIDUAL PROCESS**: All human or individual develop in their own way. Each child has his\her own rate or pace of physical, mental, emotional, social and language development regardless of the stage of development. For instance, if you observed the same age children (10 years old children) we find great differences in their weight, height, and emotional and learning readiness. Hereditary traits and environment factors may either speed up or delay the growth of individuals born on the same day; hence there are individual differences in development.

10. **DIFFERENCE PART OF THE BODY DEVELOP AT DIFFERENCE RATE**: Development is not uniform in all features of an organism. At the conception, different parts appear first before the other. E.g. the head develop first before the arms etc. at adolescent period certain features begin to appear which in there too was develop at infancy or childhood stage. Examples secondary sex characteristics.

11. **GROWTH AND DEVELOPMENT ARE ORTHOGENETIC IN NATURE**: It implies development start from simple to complex.

12. **THERE ARE CRITICAL AND SENSITIVE PERIOD IN DEVELOPMENT: This is in two fold;**
a.   First three month considered very critical and sensitive periods.
b.   After birth the first five years of growth also considered very critical and sensitive period and it is called **formative years**. It is belief that everything that happens to the child life determines how he\she grows up to be in adult life.

EDUCATIONAL IMPLICATION OF THE PRINCIPLES OF GROWTH AND DEVELOPMENT
1.   The knowledge of individual difference will help teachers treat each child as an individual. Teachers will also beware of slow average and above average learners in his class and strategies to use to meet the needs of all these learners in the class.
2.   Development proceeds in stages: It implies teachers should present lessons that suit the age and maturity levels of children.
3.   Development is cumulative (epigenetics). It implies teachers use R.P.K or experiences of their pupils. Teachers should start their lesson from known to unknown.

4.   Development is continuous- teachers should see teaching as a process and not an events. Teachers should give enough exercise to pupils for them to have continuous practices, as that will make them perfect.
5.   Hereditary sets the limit but environment determine the extent to which the limit can be achieved. This means teachers should provide facilities and activities (stimulating) environment to the child to promote physical, mental and social development.
6.   Teachers should use the advantages of P.T.A meeting to educate   parents about critical and sensitive periods so as to avoid things that can negatively affect the child future development.
7.   Development proceeds from general to specific: meaning teaching and learning should move\start from general to specific. Examples we teach alphabet (general) before teaching vowels and consonants (specific).
8.   Growth and development are influence by maturation. Meaning teachers should assign tasks that match the maturational level of children.
9.   Growth and development are directional- Teaching should start from one point and proceed to the other instruction should start from concrete to abstract, from known to unknown. The point teaching and learning should start from is introduction to the development stage to the conclusion.

CRITICAL AND SENSETIVE PERIOD IN DEVELOPMENT
Human development encounters certain period we consider very critical and sensitive. A critical or sensitive period is defined as a period when certain experiences are particularly importance because they have significant influence on later development. These influence are of two fold.
 The first three (3) months of conception, at this stage anything that happen or affects the pregnant woman (e.g. unprescribe drugs use, alcohol, fall or accident, malnutrition and excessive exercise) will have effects on the developing child.

IMPORTANCE OF KNOWLEDGE OF CRITICAL AND SENSETIVE PERIODS

THE CONCEPT OF NATURE OR HEREDITARY
BASIC CONCEPT?
What are cells?
Cells are the basic units of structure and function in living things.
   a. The tiny bio-chemical structure in each cell is called gene, which passed on traits from one generation to the next.
   b. The genetic code of every individual or living organism is called DNA (deoxyribonucleic acid).
   c. The nuclei of every human contain some structure called chromosome or inside the zygote is called chromosome, which carry the traits or genes.
      The study of chromosomes is called CYTOGENETIC.

GENOTYPE- it is the sum total of what a person inherits generally i.e. his\her genetic potentials.

PHONOTYPE- the person actual appearance and behavior is the end results.
GENETICS- it is the study of heredity.
TYPES OF GENES
Dominant genes ;*The most influential genes is called dominant*

Recessive genes ;*The weaker genes is the recessive*
The study of genes is called genetics.
What is heredity?

It is the transmission of traits or characteristics potentialities from parents to their offspring at the time of conception. The medium of transmission is through sexual intercourse between male and a female.

Some inherits features includes
1. Blood type
2. Body size
3. Weight
4. Color of eye, skin and hair
5. Diseases
6. Emotions
7. Intelligent

INFLUENCE OF NATURE OR HEREDITY ON DEVELOPMENT
1. It is nature that set the upper and lower limit of the individual development potentials. Nature determines the extents to which it is possible for the individual to develop. E.g. to grow tall, dark or fair.
2. Sex or gender of individual is determined by nature. Inside zygote or nuclei of every human contain some structure called chromosome. The chromosome comes in two forms either "X" OR "Y". Female sex cells (ovum\eggs) are all X (i.e. XX) and male sex cell (sperm) is in combination of "X" and "Y" (i.e. XY).
3. The blood type of an individual is also inherited. This account for a reason why we can determine the father of the child through medical test called paternity test.
4. Certain diseases are also inherited. Typical example of such diseases is diabetes, sickle cell and asthma.
5. Chromosomal disorder e.g. down syndrome (47), turners syndrome (XO) and klinefelter's syndrome (XXY).

WHAT IS NURTURE OR ENVIRONMENT
Environment is the physical surrounding of the human (child) both before and after birth. It could be his/her immediate family, friends, neighbor, school, culture and even the womb of the mother. It is therefore all those factors which affects the child's growth and development and do not work through the genes. The first environment of the child starts from the mother's womb.

INFLUENCE OF NURTURE ON HUMAN DEVELOPMENT
1.Environment can alter certain inherited potentials of the child. Eg a child could inherit the potential   to be tall but the attainment of his height will be condition by his diet, diseases, socio-economic status of his parents etc.
2.The first environment of the child (mothers womb) has a great influence on growth and development of the child. That is, at the pre-natal stage, the conditions of the mothers womb must be conducive. E.g maternal diseases, drugs, accident and others during pregnancy can affects the unborn child and the end result will be physical or mental abnormality.
3.After birth, other environmental factors like malnutrition, diseases and infections can seriously affect the developing child. This can lead to physical and mental retardants and blindness.

4.The type of environment in which the individual is brought up also affects the growth and development. Eg slum areas or rural areas.

HERIDITY AND GENETIC FACTORS THAT AFFECTS DEVELOPMENT (THREAT TO PROPER GROWTH AND DEVELOPMENT)

When conception takes place, parents expect that a "normal child" will be born. However, during the pre-natal, peri-natal and post-natal period a combination of heredity and environmental factors can disrupt the normal growth and development of human organism as a result of one or a combination of genetic threats. They include;

a) **The rhesus factor--------miscarriage or still birth**
b) **Metabolic disorders----poor mental ability.**
c) **Chromosomal abnormality----down syndrome (47), klinefelter's(XXY),Turner's syndrome(XO).**
d) **Congenital Diseases (diabetes, asthma, sickle cell, haemophebic).**

1. **Rhesus Factor**; it is the protein substances in the blood. When it is found in the blood system it becomes Rh+ and when it is not present then, it becomes Rh-. From the study of rhesus monkey (the rhesus factor is a specific protein element in the blood) and which was later undertaken with human beings, it was discovered that every human being has one or two blood traits, either positive or negative blood character. However, more than 80% of humans have positive blood grouping. If a child inherits the RH positive from the father but the mother's RH is negative, then there will be blood incompatibility (disagreement). The results is that, the mother will produce antibodies which attacks the red blood cells of the child and prevent oxygen from being properly circulated. These causes miscarriage or stillbirth.

2. **Metabolic Disorders**; it refers to the changes which takes place in the body when food is taken. Some enzymes produced by the metabolic system are supposed to work on it and break the complex food substance to simpler forms, which can be used by the body. For instance, the inability to break down protein is a condition known as phenylketonuria (PKU). Such a condition will damage the central nervous of the child and may lead to poor mental abilities.

3. **Congenital Diseases**; asthma, sickle cell, haemophemia, diabetes, bronchitis, night blindness, neurofibromatosis, etc.

4. **Chromosomal Abnormalities**; at conception, the zygote formed at the germinal stage is supposed to be or have the normal 46 and that 23 pair each from both father (male) and mother (female). But in certain cases however, a child may be born with one chromosome more or less, giving rise to what is known as chromosomal abnormality. Examples of such cases include;

   a. Down Syndrome (47 chromosomes); also called mongolism or trisomy 21. This disorder is usually associated with the age of mothers. (40 years and above). Characteristics of such children are large tongue, small hands, broad flat nose; thickened eye lids almond shaped eyes, etc.

b. Turner's Syndrome (usually female) and it occurs when there is a missing sex chromosome X e.g. instead of XX it will be only one X or XO. Characteristics of such females are infertility, shorter than average and do not menstruate and have under developed sex organs.
c. Klinefelter's syndrome (males) results when there is addition of X chromosome in males. E.g., instead of XY, it will be XXY. Characteristics include faceless, develop breast, female voice, sex organs never grow etc.

NOTE; substances that are capable of producing foetal abnormalities are called TERATOGENS AGENTS.

EFFECTS OF SOME MATERNAL DISEASES DURING PREGNANCY.

There are some maternal diseases a woman is likely to experience during pregnancy, which has some negative replication to the child development. They are;

1.German measles (rubella). This is not the ordinary measles we all know but rather a childhood diseases that cause serious problem for the feotus especially during the first three months of pregnancy.
EFFECTS-visual impairment, hearing impairment, mental retardation. Note deafness is also called mutism and mental deficiency is also called cataracts.

2.STDs eg gonorrhea, syphilis and HIV. These are all acquired through sexual intercourse.
EFFECTS - visual impairment, mental retardation, hearing impairment and learning disabilities. Note syphilis induces abortion and miscarriage.
3.**Influenza**—mental retardation
4.Maternal anemia---visual impairment.

PERVENTIVE MEASURES AGAINST MATERNAL DISEASES
1. Physical exercise.
2. Maternal consumption of drugs—only prescribes drugs and visit to anti-natal.
3. Genetic counseling should be given to parents in terms of sickle cells.
4. Parents should practice personal hygiene eg body and cloths.
5. Check sexual behaviors.
6. Pregnant woman should use flat footwear and lose cloths.
7. Maternal diet.
8. They should give birth at the hospitals.
9. Keep their environment clean to reduce dangers of diseases.

STAGES OF DEVELOPMENT
There are two stage of human development. These are pre-natal stage and post-natal stage. Pre-natal stage starts form the time of conception to the point of delivery, while the post-natal begins from the delivery till death.

THE PRE-NATAL STAGE OR PERIOD
There are three fairly distinct stages of development. Germinal, embryonic and fetal

THE GERMINAL\OVUM STAGE
It is the first stage of development, which occurs immediately after conception. After the ovum and the sperm, that's male and female respectively has fertilized. The zygote under goes cell division known as mitosis. This rapidly multiplying ball of cells travels along the fallopian tube. From the fallopian tube it moves to the uterus. The germinal period extends through the first two weeks. The passage through the fallopian tube takes three to four days and then fertilized eggs floats in the uterine cavity(womb) for three or more days before beginning implantation(implantation is the process where by the zygote get itself attached to the uterine wall). During these days, it received nourishment from the glands of the uterine wall. The zygote is now one week old and is called blastocyst. During the second week, the blastocyst becomes firmly implanted in the wall of the uterus. From the outer layer the blastocyst, the placenta, umbilical cord and amniotic sac begin to develop. The inner cell layer develops into the embryo itself.

THE EMBRYONIC PERIOD
This is the second stage of pre-natal development and start from the third through the eight week, a recognizable human being emerges. This is the critical period in the pre-natal development. By the end of the second week of this period (ie four week from conception) development has been rapid and the embryo is linked by means of umbilical cord and it is attach to the wall of the uterus called placenta which is in a form of spongy mass
 After three weeks the embryo is approximately 4mm long and the heart begins to beat after six weeks recognizable structures of arms, feet, eyes, ears etc have emerge through the organism is, at this stage is motionless.
  During eight weeks spontaneous movement begins at this stage eyes, ears and heart go through critical.

THE FOETAL OR FETAL PERIOD
The fetal period extends from the beginning of the third month to birth. During this time the fetus grows rapidly both in weight and height. The sex organs appear during the third month, and it is possible to determine the baby's sex. Organs like lungs, the heart etc. begins to function and this situation continuous till birth. By the end of the ninth month; the fetus posses all the biological mechanisms for survival outside the womb.

PRE-NATAL ENVIRONMENTAL FACTORS THAT AFFECT CHILDEVELOPMENT
There are serious and debilitating numbers of external (environmental) influences that can harm the unborn
child. Some of these factors include:

a. Maternal malnutrition---the mothers' diets supplies not only the nutrients she need but also those needed by the fetus as well. In addition, meeting the specific nutritional needs of the fetus, an adequate diet protects against low birth weight and birth complication. Eating a variety of foods including fresh vegetables and fruits will supply most of the minerals and vitamins needed. Malnourished or poor nutritionist pregnant mothers tend to have children that weight less at birth. Premature births, stillbirths, anemia and miscarriages are most frequent in "poor diet". Pregnant mothers than need to have "good balance and adequate diet"

b. Age of the mother---investigation has shown that child morality rate are higher if the mothers are below 20 and 35 years before delivering their first child then if they are| were 20 and 35 years of age. Mothers who are under 18 and over 35 years have higher proportions of retarded children then mothers between 20 and 35 years of age. The older mother is likely to give birth to an infant who suffers from specific genetic diseases like Down syndrome. Also intellectual deficiency suffered by children of teenage mothers can be explain more by social and economic factors other than biological factors.

c. Drugs and alcohol—there are certain drugs if taken especially at the early stages are known to have certain effects. An example is thalidomide; it is drugs taken prevent morning sickness. It can result in producing a baby without limbs.

d. Maternal accidents—any physical agents like car, motor or heavy falls causes damage to the fetus. The degree of the effects depends on the profoundness of the accident.

e. Maternal emotion condition (stress)—mothers emotional state can affect fetal development. Such maternal stress during pregnancy includes divorce, death in the family and even attacks. Prolong periods of intense emotions, however, may cause negative reaction in the baby. Some of the effects include lower birth weight, small head which can affect brain growth.

f. Sexual transmitted diseases—such diseases includes syphilis, gonorrhea and HIV infections. All this   sexual transmitted diseases can cause mental retardation.

g. Attempted abortion—unsuccessful attempted abortion can lead to several complications. Various forms of mental and physical deformities may result from such attempted abortion.

h. X-ray

i.   **Rubella (German measles)**

PERI-NATAL ENVIRONMENTAL FACTORS THAT AFFECTS CHILDDEVELOPMENT
Peri-natal factor are events that considered as happening during and around the on set of labour leading to birth or delivery. The factors includes

a.   Anoxia (lack of oxygen)

b. **Beach delivery**
c. **Narrow pelvic**
d. **Use of forceps**
e. **Fall of mother**

ANOXIA (it is lack of oxygen) the causes of this could be the angulation of the cord or prolonged and complicated labour. When this happens the brain does not always received enough oxygen and therefore damage is done to the brain tissue.

BREACH DELIVERY—this is as a result of the baby may come out pictorially with leg, arms or buttocks than the head. This brings about complications. If the delivery is not handle at level, a number of injuries relating to the brain and limbs can results.

NARROW PELVIC--- this usually happens to women under age or below 18 years. Narrow pelvic is very dangerous because it may damage the head of the child.

USE OF FORCEPS---sometimes as a result of narrow pelvic of expectant mother or the size of the child's head. When this happens doctors are force to use forceps. Sometimes forceps are dangerous when wrongly applied. This may lead to the brain tissues, eyes and ears being damage resulting in disabilities.
FALL OF THE MOTHER—this may also affects the mother negatively.

POST-NATAL ENVIRONMENTAL FACTORS
Post-natal factors are after birth environmental effects of child growth and development.
a. **Measles**---in Ghana, measles is responsible for large number of disabilities as well as death. In general the consequence of measles are blindness, brain damage, mental retardation and convulsion.
b. **Poison**---poisonous substance includes paints and coating of walls. They include toxin and lead- effected object, lead of pencil are included and it can result brain damage.
c. **Whooping cough.**
d. **Head injuries.**

THE EFFECTS OF CHILD REARING PRACTICES ON CHILD AND ADOLESCENT DEVELOPMENT
What is a child rearing practice?
It refers to the various ways and methods and practices through which the child is brought up or trained by parents and adults to grow up to be useful and responsible adults or people.

SOME CHILD REARING PRACTICES OR TECHNIQUES USE BY AFRICAN'S TO BRING UP CHILDREN.
1.DIRECT TEACHING—direct teaching of children their obligations, expectation, customs and traditions.
2.APRENTICESHIP---it is another method use to train children to acquire economic\vocational skills to   make living.

3.INDOCTRINATION--- teaching children to develop values, beliefs and morals.
4.REINFORCEMENT AND PUNISHMENT---it is another traditional method of making children to conform to or obey taboos and norms.
5.ASSIGNING ROLES AND DUTIES.
6.ADULTS SERVING AS ROLE MODELS.

SOME NEGATIVE EFFECTS OF CHILD REARING PRACTICE ON CHILD AND ADOLESCENT DEVELOPMENT IN AFRICA

 1. It does not encourage scientific understanding but rather superstitious belief and it is influence by belief system and taboos.
2. Poor communication skills as children are not able to express themselves and even asked questions to elicit ideas.
3. Children cannot make decision for themselves and make them less independent. They accept any suggestions without questioning.
4. Over dependent o others due to effects of external family system may not be helpful. Children may grow up to be over reliant on others for their needs.

SOME POSITIVE EFFECTS OF CHILD REARING PRACTICES ON CHILD AND ADOLESCENT DEVELOPMEENT IN AFRICA

1. Traditional system of apprenticeship in the occupation of the father\mother helps in orientation or job training of the child. This in itself is important education for children who may not received formal schooling.
2. The traditional system of child rearing and family life promote strong bond of loyalty between family members, and they grows up into adulthood with strong feelings at security.
3. Respect and obedience to rules and regulations.
4. Co-operation and security for members of extended family.

THE CONCEPTS OF INDIVIDUAL DIFFERENCES

Every individual is biologically\physically and genetically different from other individual. No two people can have identical environmental influences. In effects individual differences are caused by both internal and external conditions. As a result, the pattern of development will be differ from child to child. It is worthy to note that all children do not reach the same points of development at the same age.

AREAS IN WHICH ONE CHILD MAY DIFFER FROM ANOTHER

1. Sex differences: either boy or girl.
2. Interest: children show interest in various activities.eg some like football and others like tennis.
3. Aptitudes: talents.
4. Physical structure—size, weight, height etc.
5. Intellectual ability—slow achievers, average and higher achiever.
6. Health differences.
7. Temperament.
8. Attitudes.
9. Socio-economic background.

IMPORTANT OF INDIVIDUAL DIFFERENCES TO THE TEACHER

1. In classroom management tactics, the teacher should take individual differences into consideration. In seating children and sharing duties in the classroom, consideration should be given to height, emotion, interest, health etc.

2. In using re-enforcement (reward and praises): In classroom, each child must be awarded with what will re-enforce him\her most.

3. Comparism - as teachers, we would realize that it is not useful to try to compare children upon a common yardstick. There is no ideal child and each child has his\her strength and weaknesses.

4. Guidance and counseling: teachers need to recognize and appreciate the fact that individual children have their specific problems and offered special help and guidance to them.

5. Classroom instruction: teaching and learning situation should involve enough individual teaching techniques. Varying teaching methods to suit different children. Teacher must give individual attention where necessary.

WHAT IS THE RELATIONSHIP BETWEEN MATURATION AND LEARNING?

- ❖ Maturation and learning are so closely related that discussions cannot be done in isolation about any one of them.
- ❖ Before a child is able to utter his\her organs (tongue, palate, teeth, the lungs etc) must be mature.
- ❖ Additionally, the child should have been in a situation where it has been possible for him\her to constantly hear and attempt to repeat the word or words that he\she is uttering.
- ❖ This means that, both maturation and learning need to interact for development to occur. The readiness of the speech organs can be equated to maturation, while the individual child's regular\constant interaction or repetition with the words through hearing can be called learning.
- ❖ Maturation dictates or directs the time when individuals are ready for particular development tasks. Similarly, through learning and practices, the individual child gains the needed experiences that enable him\her to perform certain activities.
- ❖ Performing a task required maturation and becoming perfect and experience on that task requires learning or practice.

EDUCATIONAL IMPLICATION OF THE RELATIONSHIP FOR THE TEACHER
1. Classroom learning
2. Physical activities
3. Assigning roles to pupils.

UNIT 2

TRENDS IN CHILD AND ADOLESCENT DEVELOPMENT

What is physical development?

Physical development refers to an improvement or increase in body weight, height, muscles, teeth, hair, brain, sense organs (eyes, ears, nose, skin and taste) of the child as it grows to full maturity. Motor skills such as learning to walk and to write are all parts of physical development.

Physical development affects child's behavior both directly and indirectly. Direct way, it determines what the child is capable of doing but indirect ay affects the child's attitudes towards himself and others.

Physical development may also define or refers to specific biological changes in size, weight, stature and strength of various parts of the body.

What is motor development?

It refers to the ability to control and coordinate the movement of the various parts of the body.

TYPES OF MOTOR DEVELOPMENT

1. **Gross motor development/behavior**

This involves the use of large muscles of the body parts. It involves the use of the whole body. Eg walking, running, dancing, swimming, kicking, throwing etc.

2. **Fine motor development/behaviour**—this involves the use of the smaller muscles such as fingers and wrist. Eg grasping, catching, writing, bathing etc.

    NOTE: The major activity that occurs to neonate at the both physical and motor development includes sleeping, crying, blinking and feeding.

PHYSICAL GROWTH AND CHANGES DURING INFANCY (BIRTH-2YEARS)

The main physical characteristics during infancy include the ff.

1. At birth, the average infant weights about 3.4kgs and measure about 50cm in the length. The newborn head is often huge in proportion to the rest of the body. The bones are soft and flexible because they are composed of cartilage.

2. Usually boys are taller and heavier than girls. Growth during the first two years of life is very rapid than any other time in life. By the 4th month for instance, the body may have double in weight and height.

3. Motor skills such as sitting, crawling, creeping, walking, running, jumping, talking are accomplished at the end of infancy.

4. At birth infant can already see and hear but without as much as accuracy as adults have. The sense of smell is well developed at birth and ability to distinguish odors' is present. Infants show a definite preference for sweet liquids and less sensitive to pain than older children do.

5. Growth at this stage, as well as prior to birth, reflects two growth trends, the cephalocaudal growth and proximodistal growth trends.

PHYSICAL GROWTH AND CHANGES DURING CHILDHOOD (2-11 YEARS)

This stage begins at approximately the age two years and extends to the time when the child becomes sexually mature at approximately 11 years for the average girl and 12 years for the average boys. Childhood is divided into early, middle and late childhood. Early childhood (2-5years), middle childhood (5-8years) and late childhood (8-11years) approximately.

1. Growth during childhood proceeds at slower rate as compared with that of the infancy period.

2. Girls enter growth spurt earlier than boys.

3. Head growth is slow, but limb growth is rapid. The face of girls usually has finer features and less rugged than that of boys.

4. In motor development, boys are generally superior to girls in gross motor activities. Boys are thus superior in running, jumping, climbing and throwing.

5. Physical maturation occurs in earlier in girls than boys. However, boys have slight advantages over girls in terms of weight and height from birth until age 10-11.

6. Children at this stage is very active with their limbs and can perform a lot of motor skills play and group activities become importance activities to the child.

7. Again, children growth at this stage is relatively uniform and slow especially at the late childhood until the rapid growth that leads to puberty begins at which time growth speeds up markedly. Children normally have 28 of permanent 32 teeth by the onset of puberty.

PHYSICAL GROWTH AND CHANGES DURING ADLESCENT OR PUBERCENCE
WHO IS ADOLESCENCE?
It comes from the Latin word "adolescere" and it is refers to the transitional period of ones life during which the individual develops from childhood into adulthood. It starts from approximately 11-18 years. In short, a period of transition from childhood to adulthood is called adolescence.
PUBESCENCE
It refers to an individual's life when he\she undergoes rapid physical changes from childhood into adulthood. **Note both adolescence and pubescence can be used interchangeable**.

PHYSICAL CHARACTERISTICS OR CHANGES DURING ADOLESCENCE

1. During the early years of adolescence, boys are heavier than girls but girls mature earlier. (However, there are a lot of individual variations during this period.
2. At adolescence, the body gets to its maximum height but may not reach its maximum weight.
3. Adolescent grow hair different parts of the body ie boys hair appears on their upper lips beard, pubic hair and hair in armpits appear in both girls and boys.
4. Girls under puberty mature earlier than boys.
5. Girls start mensuration and boys start ejaculate.
6. Changes occur in voice, the voice of boys become hoarse and girls voice become sweet.
7. There is great increase in muscular strength in adolescent become more active in their work.
8. There is continual self-absorption in which the individual finds comparism among his\her peers very important and a basis of self-evaluation.

IMPLICATION OF PHYSICAL DEVELOPMENT OF CHILDREN FOR TEACHING

1. Children should be allowed to chase and be chased, to jump, run, climb, swing, skip the robe and cycle since these promote good physical development and co-ordination.
2. In script writing, teachers should encourage single letters consisting of single strokes to promote the development of life muscles.
3. Children physical development should be taken into consideration when activities in school work are given to them.
4. Teachers should take note of individual difference in height, size and weight when assigning task to children. This is relevant because the height, size, weight can make a child perform very well or poorly. Eg selecting children for volleyball and basketball required tall and not short students (pupils).
5. Growing child needs regular exercise, therefore both home and school should try to provide ample opportunity to meet their needs.
6. Cursive writing(joint letters) can be introduced at later stage when children have gained adequate control of the small muscles of wrist and fingers(fine motor skills).
7. Reading materials should also be printed in large letters. Writing papers should also have large space.

   QUESTIONS

1. a. Explain the term "adolescence"
   b. State any four physical changes, which occurs during adolescence.
   c. State four educational implications of physical development.
2. State "true\false"
   a. Adolescent girl enter maturity earlier than boys. T\F
   b. Adolescents do not find comparism important. T\F
   c. During early stages of adolescent, boys are heavier than girls. T\F
3. a. List three stages of childhood.
c. state any two physical changes in childhood and three characteristics in infancy.

RITES OF PASSAGE MARKING TRANSITION FROM CHILDHOOD TO ADULTHOOD

It is various rite that are performed with the aim of preparing the individual from one sage to another, thus from cradle to grave. Ghanaian belief various activities through which an individual is prepared to fit in to the society before entering the ancestral world are rite of passage.

The major rites in Ghanaian society includes:

a. Birth rites—infancy period.

b. Puberty rites—adolescence period.

c. Marriage rites---adulthood.

d. Death rites---?

PUBERTY RITES

These are rites or initiation ceremony designed to usher adolescent girl or boy into adulthood. The adolescent child is at a transition into adulthood. It is after the performance of the rites that an individual moves into adulthood and is given approval to perform all activities and roles reserved for only adults. Eg to marry, to be part of decision making etc. the key activities performed includes:

a. The girl after experiencing her first mensuration (menarche) is introduced to the queen of the community (this mark the beginning of the rites)

b. The initiate girls going through the puberty rites) are given education on womanhood. This is basically done by Confirming the girl for a period during which she is taught such responsibility as house keeping or home management, dressing, child or baby care and husband care

c. The last stage is organizing special ceremony after confinement to outdoor the girls. The purpose is to inform the entire society that the girl is matured and prospective husband can approach the family to negotiate for her hand in marriage.

EDUCATIONAL IMPLICATIONS OF PUBERTY RITES

1. MOTHERLINESS---puberty rites promote motherliness in adolescents. This is a result of education they give during the initiation on baby care, house management and other skills required of a mother.

2. ENDURANCE---the exposure of the breast and the whole upper part of the body of the girl during puberty rites is something that most girls find difficult to endure. Once a girl is able to endure this exposure during the puberty rites, a sense of endurance is instilled in her.

3. RESPECT---puberty rites inculcate a sense of respect in girls in the society. Girls who   show respect to all people in the society received a lot of gifts and good wishes from many people during their puberty rites. This tends to also influence other girls in the society to also show respect to their family, friends, elderly and even youth in their society in order to earn such gifts when it is their term.

4. OBEDIENCE—it promote obedience among adolescent in the society. Before an adolescent girl goes through this initiation she must first and foremost not be pregnant, in effect she must keep her virginity. Being virgin or not getting pregnant before the puberty rites is an indication of obedience, this is honest, truthfully, submissive to adults advise and respect for the moral values of the society. This makes them enjoy all the privileges associated with the puberty rites.

5. SENSE OF GRATITUDES—after the ceremony is over, the girl will dress in traditional costume and move round to express her gratitude to all people who supported her in diverse ways. This is a way through which the adolescent learns to be grateful to her benefactors.

DEVELOPMENT TASK OF ADOLESCENCE

The most crucial and critical in an individual's life is probably the adolescence stage. At this stage, he/she cannot be classified as an adult yet but he\she cannot be classified as a child too. Due to various significant change which occurs between age 11 and 18 years, those adolescents are faced with a lot of challenges which they struggle to over come. They include

1. Personal identity—individuals must make decisions in relation to their future professional career and their aspiration in life between 11 or 12 to 18 years. Making the decisions produce an adolescent with plan and works towards the achievement of personal goals. When fail to do this, then they become crises of personal identity and are unable to make decisions.
2. Striving for independence.
3. Adjustment for new body size and shape.
4. Striving for emotional maturity.
5. Concern for body image and self concept—this is about people placing much premium and great admiration or beauty and physical attractiveness in their daily life's or activities ranging from marriage to even how one's corpse is decorated before burial. In view this adolescent will generally engage in acts that will influence their physical appearance and behavior to make them fit into the world of beauty and physical attractiveness.
6. Adjustment to sexuality---. Individual attain sexual maturity at adolescence stage. It is belief that there is high level of androgen, which results in the increase in sex derive. They are sexually stimulated and also want to get satisfaction associated with it. This creates many problems for them at this stage.

EDUCATIONAL IMPLICATIONS (WAYS TEACHERS CAN HELP ADOLESCENTS TO RESOLVE THEIR DEVELOPMENTAL TASK)

1. Use clubs and societies---eg embarking on field trips, picking, debate, excursions etc. this organised activities will allow adolescents use their energies profitable.
2. Peer counselors should also be trained in schools.
3. Sports and games---as adolescence are involve in sports and games, they get relieved of their stress and also avoid getting involved in other psychosocial problems which would have detailed their smooth development
4. Creation of prefectural system–this will give an adolescent more responsibilities and independent. This will ensure adolescent getting closer to adults as they feel recognized.
5. Provision of guidance and counseling service in schools. This will help provide them with relevant information that will also expose them to dangers associated with certain forms of behaviours. It will also help them make decisions that will improve upon their personal development.

QUESTIONS

1. Examine any five of the Havighurist's (1972) development task of adolescent (2013).
2. State five ways through which teachers can help adolescent to resolve their development task.

COGNITIVE DEVELPMENT OF CHILDREN

What is cognitive development?
It is also known as mental or intellectual development, which is, refers to the improvement that occurs in the thinking process of an individual as he\she moves from one stage to another. This includes process such as reasoning, interpreting and representing. Deals with what goes on in the mind or human mind. It also deals with capacity to acquire and apply knowledge. That is ability to perceive, concerned and interprets the world around us. In proponent of cognitive development is JEAN PIAGET. Piaget called himself genetic epistemologist.
Piaget new process of biological understanding of intellectual organization and adaptation is in five basic concepts; they are Schemata, assimilation, accommodation, adaptation and equilibrium. These concepts are use to explain how and why cognitive development occurs.

SCHEMATA
It refers to child's ability to classify and order (ie organize) mental experiences in the mine. Eg crying, feeding, blinking are unlearned behaviours but sucking, grasping, kicking are all schemata ie sucking schemata. There is an inbuilt mechanism that enables the child to grasps, suck or kick. He thus develops a sucking schemata, grasping schemata or kicking schemata.

ASSIMILATION
This is the process of interpreting new experiences and information in terms of existing knowledge and understanding. The primary function of assimilation is to make unfamiliar familiar or to reduce the new to old. E.g. a child, who is expose to cars only, may call a truck or a bus a "car" simple because this is the only vehicle stored in his\her mental organization.

ACCOMODATION---this is what Piaget describes and accounted for the changes of schemata. Accommodation if refer to the restructuring of a child mental organization in order that new information may be included. Accommodation changes the child mental structured in order that experiences may be added.

ADAPTATION---it is the process by which thee child seeks to cope and deal effectively with his environment. The child environment is in constant flux and he has to cope with it. **There are two complementary process of adaptation and they are: assimilation and accommodation.**

EQUILIBRATION---it is a state of balance between assimilation and accommodation but disequilibrium is a state of imbalance between assimilation and accommodation. Equilibrium is the process by restoring balance. This happens as a result of imbalance between what understood

and a new situation which we encounters. Equilibration improves as person cognitive abilities develop. Example, if a child belief that a small object float and large objects sinks (i.e assimilation). When shown large piece of wood floating, what do you think he will do say?

PIAGET FOUR (4) STAGES OF COGNITIVE DEVELOPMENT
According Piaget (1954), people progress through four sequential stages of cognitive development and they are;
1. **Sensory-Motor stage (0-2 years)**
2. **Pre-operational stage (2-7 years)**
3. **Concrete operational stage (7-11 years)**
4. **Formal operational stage (11-15years or 11+)**

SENSORY-MOTOR STAGE (Birth – 2 years)
The term Sensory-Motor was used by Piaget to mean that, the cognitive development of infants and toddlers comes mainly through their use of their bodies and their senses as they explore the environment, seeing, hearing, touching, smelling and tasting the objects around them, hence the label sensory- motor.

At the initial stage of these **concrete actions** (crying, sucking, kicking, grasping) are reflexive in nature or done involuntary. So at this stage, infants' lacks object permanence. It implies when an object is out of sight then it is out of mind because (infants cannot hold objects in mind when the object is not present).

By the end of the sensory-motor stage, the child should be capable of achieving certain skills. eg
❖ Objects permanence – now object that is out of sight could be found somewhere else.
❖ Imitate activities that go on around them.
❖ Children gain the ability to coordinate their motor activities. eg looks and grasp at the same time.

MAIN CHARACTERISTICS AT THIS STAGE
1. **Object concept formation:-** at this stage object can be seen, touched, smelled, heard etc when it is existed. But later will develop object permanent.
2. **Co-ordinated space:-** at the first 3 months, the child is able to perform only one reflexive action but by the end of eight months, the child is able to co-ordinate any two separate actions. eg sucking and waving at the same time.
3. **Trial and error learning**
4. **Cause and effects relationship**:-by the end of the period, the child learns that one activity produces some effects or reaction. eg a chiming sound is the result of hitting a piece of metal on the floor.

PRE-OPERATIONAL STAGE (2-7 YEARS)
The development of symbolic and pre-conceptual thought is from 2-7 years. The stage is so called because the child cannot engage in inspirational thinking until after 7 years. At this stage, child

uses symbol, language acquisition improved through play and by imitation of adults behaviours. Children at this age are quite fluent in the use of language but rely primary on their sense rather than on logic or reason.

Researchers have sub-divided this period in to two (2), namely (pre-conceptual thought and intuitive thought)

1. **PERIOD OF PRECONCEPTUAL THOUGHT (2-4 YEARS)**

This period is of special significant to nursery school teachers or day care attendants. It is serve as a foundation for emergency of later mature cognition.

MAIN CHARACTERISTICS

a) **Symbolic functioning:-** here the child creates a mental image to stand for something which is not present. For example, he sees doll as baby or wood as a car. These are representation of things, which are not in the child's presence.

b) **Egocentricism** (A self centered view of the world): here the child sees things only from his own point of view and is unable to appreciate things from any other perspective.

c) **Animism** (the world is alive with feelings):-Here the child attributes thought and feelings in live to lifeless objects. eg a child feels that a chair is tired because it has been continually sat upon, or that sun can see them when it shines.

d) **Artificialism:-** the has the notion that everything in the world, including natural objects and events are design by humanity. He beliefs everything in the world is created for human use, therefore human must be responsible for all the creations in the world.

2. INTUITIVE THOUGHT PERIOD (4-7 YEARS)

Second stage of pre-operational stage and at this stage child's thinking is characterized by immediate perception and experiences, rather than mutual operations. The period marks the beginning of education of average Ghanaian child.

MAIN CHARACTERISTICS

a. **Egocentricism:-** the form found at this stage is an egocentricism of symbols and objects that they represent.

b. **Centering:-** A distinctive trait of intuitive thinking is centering (that is the tendency to concentrate on a single outstanding characteristic of an object while ignoring other features). This selective attention leads to distorted reasoning. They cannot conserve.

c. **Transductive Reasoning:-** the child tend to reason from particular to particular without a generalization that may be common to both. The reason is not deductive neither it is inductive.

CONCRETE OPERATIONAL STAGE (7-11 YEARS)

At this level, the child finds himself at the primary school, which forms the basis of formal education. At this stage the child abilities which he exhibits includes; development of understanding, concepts formation, use of symbols to represent things and ideas, doing logical thinking, forming independent ideas and reasoning things out. Unlike preoperational stage, children at concrete operational stage can reserve, can classify, can seriate etc.

MAIN CHARACTERISTICS

a. **The principle of conservation:-** this is the understanding that objects remain the same despite changes in their appearance and form.
b. **The principle of reversibility:-** this refers to the child ability to reverse a process back to the point of origin and realizing that the actual quantity of materials is unchanged. eg 4+5=9 could be put as 4=9-5.
c. **Seriation:-** this refers to the ability to arrange objects in terms of some attributes. For example size, shapes, colour, series or classify objects in ascending or descending order or hierarchical order.

d. Classification

FORMAL OPERATIONAL PERIOD (11+ OR 11-15)

According to Piaget, the formal operational period, during which is the beginning of logical abstract thinking appear commences at about 11 or 12 years of age and above (11+). During this period, children or early adolescents demonstrate an ability to reason realistically about the future and to consider possibilities that they actual doubt. Adolescents look for relations, they separate real from the possibility, they test their mental solutions to problems and they feel confortable with verbal statements. Their reasoning is similar to that of an adult. Children at this stage think about the future and try to solve problems on the meaning of life, social realities, religion, justice etc.

FEATURES/CHARACTERISTICS OF FORMAL OPERATIONAL STAGE

1. Abstract thinking
2. Deductive and inductive thinking
3. Logical argument and or debate

The stage that is characterized by adolescents who obtained ability to think abstractly, develop logical arguments, participate in debates and even think about peoples thought refers to as **metacognition**.

EDUCTIONAL IMPLICATION OF COGNITIVE DEVELOPMENT

1. Instructions must be adapted to children's developmental levels. It is important to extend children beyond their current level of functioning but not too far. For example, it is pointless to teach primary school children world geography because they have no conception of what a "country" "state", "city" or "town" is.
2. Consider the child's knowledge and level of thinking. Students do not come to class with empty heads. They have many ideas about the physical and natural world. They have concepts space, time, quantity and causality. These ideas differ from the ideas of adults.

3. Child like playing things (objects) likes exhibiting motor skills and like playing, therefore facilities should be made available to students or people to enhance their motor and physical development.
4. The teacher should be made or use teaching and learning materials (TLMs) and create rich environment. Provisions should be made for relating learning to real concrete objects and experiences, particularly before the formal operation stage. This is because children at this stage cannot reason at the abstract level.
5. The teacher should acknowledge and respect individual differences in children. Thus, in teaching the teacher should make room for individual difference since children do not attain the same level of cognitive development.
6. There is the need to use assessment (questioning and testing) in the instruction process to ascertain whether a child has acquired certain abilities or concepts.
7. Facilitate rather than direct learning, effective teachers design situations that allow students to learn by doing. This situation promotes students thinking and discovering teacher listen, watch and question students to help them gain better understanding.
8. Child centered approach should be encourage as it lays stress on importance of children manipulating objects with widely different properties of texture, colour and shape. Children natural way of learning is through activity.
9. Group activity should be encouraged, as it is good for social interaction in classroom. Through this social interaction, the child is made to be aware of and appreciates the ideas and opinions of his peers and adults. This social interaction will help children to become less egocentric.

STUDIES OF INTELLECTUAL BEHAVIOUR IN AFRICAN CHILDREN
Similarities between the intellectual characteristics of the African child and his western counterpart with respect to Piaget theory of cognitive development are:
1. Abstract thinking
2. Mathematics concepts
3. Development of conservation

INTELLECTUAL PROBLEMS FACED BY THE AFRICAN CHILD ATTENDING SCHOOL
1. Limited appropriate pre-school experience (i.e they enter school without the experience necessary for western education).
2. The L2 been different from the L1 (language use in school is different from the child's mother tongue)
3. The content of the school programme is largely irrelevant to the child's background, culture, and occupation.
NOTE: African children however because of culture acquire these intellectual late as compare to their counterpart.

THE CONCEPT OF SOCIALIZATION

What is social development?

It is the acquisition of the ability to behave accordance with social expectation.

It refers to the way in which we relate and interact to the other people in the environment as he grows and matures.
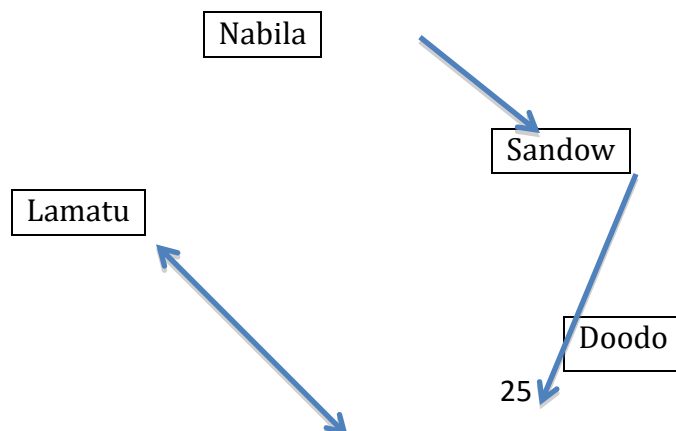
Becoming socialized involves three (3) processes according to Hurlock (1978) namely:

1. Learning to behave in socially approved ways.
2. Playing approved social roles.
3. Developing approved social roles.

SOME USEFUL CONCEPTS: The following concepts are related to social development are important in guiding us to understand the social development of children.

❖ **SOCIALIZATION:-** It is a process of learning how to behave in socially approved manner. It is the process by which a person becomes part of a group or society. The individual acquires skills, norms, values, behaviours and attitudes accordance with the expectations of the society in which he/she lives. This makes the person becomes an acceptable member of the society.

❖ **SOCIABLE:-** A person is said to be sociable if he develops socially accepted ways of behaving. This can be done in three ways as Hurlock (1978) outline earlier on.

❖ **ANTI-SOCIAL:-** If a person put on a behaviour that displeases others and makes them unwilling to be in the company, he may be said to be anti-social. His/her behaviour goes contrary to establish norms and expectations of members of the group or society. Many people always reject such a person.

❖ **SOCIOGRAM:** - It is a diagram that shows the social relationship pattern of a class at a glance.

❖ **SOCIOMETRY:-** It refers to a measure of social interaction among people. It is therefore a measure of social interaction.

❖ **STARS**:- Those who received most of the choices are the stars.

❖ **ISOLATES**:- Those who do not receive any choice at all and also do not make any choice are the isolates.

A SOCIOGRAM SHOWING THE CHOICE OF GROUP OF SIX (6)

Mariama

NOTE: from the sociogram, Mariama is the star; Doodo is an isolate.

❖ **AGENTS OF SOCIAL DEVELOPMENT**
❖ The agents are;
1. **Home/family**
2. **Religious bodies**
3. **The mass media**
4. **The peer group**

NOTE: please use the application of transfers of knowledge to answer questions relating activities performed by these agents. (E.g under agents of socio-cultural function of education).

THE ROLE OF THE TEACHER IN SOCIAL DEVELOPMENT OF CHILDREN
1. Every teacher should serve as a role model for children to emulate. Firstly, the school teacher-teacher interaction and secondly every teacher should be sociable. These positive behaviours will encourage children to put up such desirable behaviours and interact with their friends.
2. Teachers should support their children with love, comfort, affection, and care. Teachers should always try to support and guide their pupils to finish their assigned task.
3. Group activities ensure that children interact with their peers or friends. Therefore teachers should try as much possible to create this opportunity for them so that various group forms by peers accepts and appreciate positive social values.
4. Teachers should encourage sports and games (co-curricula activities) in schools. Through this play activities pupil develop social skills such as tolerance, team spirit, patient etc as they interact during play.
5. Morning and closing assemblies should be encouraged in schools. This gives them the opportunity to interact with their colleagues in various classes and guidance is offer to them as how to behave social acceptable manner.
6. The teachers should make sure school rules and regulations are abide by the pupil. This will make them fit well in to the society and uphold its values.
7. Teachers should use punishment to correct deviant and reward to encourage polite, respectively and dutiful pupils. This will encourage pupils to behave and do the right thing thus, being discipline. Again it will discourage pupils to be anti-social.
8. Teachers should select and use appropriate teaching method (eg child centered method) in order to create avenues for pupils to constantly interact among themselves in the classroom. Example, dramatization, role-play etc can be used. Condusive environment should be created to help children, especial those with emotional problems at home.

PSYCHO-SOCIAL STAGES by ERIC ERICKSON

Erikson's (1959) theory of psychosocial development has eight distinct stages, taking in five stages up to the age of 18 years and three further stages beyond, well into adulthood. Erikson suggests that there is still plenty of room for continued growth and development throughout one's life. Erikson puts a great deal of emphasis on the adolescent period, feeling it was a crucial stage for developing a person's identity.

Like Freud, Erikson assumes that a crisis occurs at each stage of development. For Erikson (1963), these crises are of a psychosocial nature because they involve psychological needs of the individual (i.e. psycho) conflicting with the needs of society (i.e. social).

According to the theory, successful completion of each stage results in a healthy personality and the acquisition of basic virtues. Basic virtues are characteristic strengths, which the ego can use to resolve subsequent crises. Failure to successfully complete a stage can result in a reduced ability to complete further stages and therefore a more unhealthy personality and sense of self. These stages, however, can be resolved successfully at a later time. We contemplate our accomplishments and can develop integrity if we see ourselves as leading a successful life.

Erik Erikson believed if we see our lives as unproductive, feel guilt about our past, or feel that we did not accomplish our life goals, we become dissatisfied with life and develop despair, often leading to depression and hopelessness.

Success in this stage will lead to the virtue of **wisdom**. Wisdom enables a person to look back on their life with a sense of closure and completeness, and also accept death without fear.

1. Trust vs. Mistrust
This stage begins at birth and lasts through one and half year of age. During this stage, the infant is uncertain about the world in which they live. To resolve these feelings of uncertainty, the infant looks towards their primary caregiver for stability and consistency of care. The infant develops a sense of trust when interactions provide reliability, care, and affection. A lack of this will lead to mistrust.

2. Autonomy vs Shame and Doubt
This stage occurs between the ages of 18 months to approximately age two to three years. The infant develops a sense of personal control over physical skills and a sense of independence. Erikson states it is critical that parents allow their children to explore the limits of their abilities within an encouraging environment, which is tolerant of failure. Success leads to feelings of autonomy, failure results in feelings of shame and doubt.

3. Initiative vs. Guilt
This stage occurs during the preschool years, between the ages of three and five. The child begins to assert control and power over their environment by planning activities, accomplishing tasks and facing

challenges. Success at this stage leads to a sense of purpose. If initiative is dismissed or discourages, either through criticism or control, children develop a sense of guilt.

4. Industry vs. Inferiority

This stage occurs during childhood between the ages of five and twelve. It is at this stage that the child's peer group will gain greater significance and will become a major source of the child's self-esteem. The child is coping with new learning and social demands. Success leads to a sense of competence, while failure results in feelings of inferiority.

5. Identity vs. Role Confusion

The fifth stage occurs during adolescence, from about 12-18 years. Teenagers explore who they are as individuals, and seek to establish a sense of self, and may experiment with different roles, activities, and behaviors. According to Erikson, this is important to the process of forming a strong identity and developing a sense of direction in life.

6. Intimacy vs. Isolation

This stage takes place during young adulthood between the ages of approximately 19 and 40. During this period, the major conflict centers on forming intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation.

7. Generativity vs. Stagnation

This stage takes place during middle adulthood between the ages of approximately 40 and 65.People experience a need to create or nurture things that will outlast them, often having mentees or creating positive changes that will benefit other people. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.

8. Ego Integrity vs. Despair

This stage takes place after age 65 and involves reflecting on one's life and either moving into feeling satisfied and happy with one's life or feeling a deep sense of regret. Success at this stages leads to feelings of wisdom, while failure results in regret, bitterness, and despair.

SUMMARY OF ERIK ERIKSON'S PSYCHOSOCIAL DEVELOPMENT

STAGE	PSYCHOSOCIAL CRISES	BASIC VIRTUE	AGE
1	Trust Vs. Mistrust	Hope	Infancy (0-1 and 1/2yrs)
2	Autonomy Vs. Shame	Will	Early Childhood (1 1/2-3)
3	Initiative Vs. Guilt	Purpose	Play Age (3-5)
4	Industry Vs. Inferiority	Company	School Age (5-12)
5	Ego Identity Vs. Role Conflict	Fidelity	Adolescent (12-119)
6	Intimacy Vs. Isolation	Love	Young Adulthood (19-40)
7	Generativity Vs. Stagnation	Care	Adult (40-65)
8	Ego Integrity Vs. Despair	Wisdom	Maturity (+65)

STAGE 1 TO STAGE 5 = Infancy to Adolescent

STAGE 6 TO STAGE 8   = Young Adulthood to Maturity

EDUCATIONAL IMPLICATION OF ERIC ERICKSON

1. The theory recommends the use of rewards such as praise, grade among others to indicate that the teacher is interested in learners work; this builds confidence, autonomy, initiative and industry.
2. To avoid the development of guilt and inferiority in children, the teacher must carefully consider the tasks given to children to accomplish. Tasks must fall within children sphere of competence to avoid frustration.
3. Teachers must encourage children who attempt initiating an activity and provide guidance to pupils to ensure that they succeed in such activity.
4. Teachers should encourage group activities in class to enhance co-perative learning, sharing of ideas and learning materials and to tolerance from the view of others.
5. Teachers should encourage the use of discovery instructional method to encourage children's participation in the learning process and consequently provides them an opportunity to be creative and industrious.

THE CONCEPT OF MORALITY.

WHAT IS MORALITY

It is the ability to judge one's conduct as right or wrong (ie. Is conscience judgment –guilt/shame).

It is individual ability in obeying rules and regulation. It is about conforming to the norms, traditions, and practices of group of people. It leads to maintaining a normative standard of behaviour.

WHAT IS IMMORALITY?

It is just direct opposite of morality. It simple means unacceptable behaviours to the social group. That is inability to conform to the norms, traditions, and practices of group of people.

WHAT THEN IS MORAL DEVELOPMENT?

It is the process where by individuals learn consciously to adopt standards of right and wrong.in other words, moral development is a process of building up a value system necessary for making personal decisions on interpersonal relationships.

TYPES OF MORALITY

Morality can be classified in to two main types. These are: **(i) idealist and (ii) pragmatics.**

IDEALIST: The idealists are the groups of people who claim that morality or moral rules are fundamental, valid in themselves, and worthy to be obeyed for their own sake and not because of the purpose they serve.

Examples;(i). it is not right to rape

        ii). It is good to work hard

        iii). It is not good to commit adultery or fornication

PRAGMATIC: The pragmatics view morality as producing what is good and avoiding what is bad. That good rules must be kept and bad ones must be rejected

Example:
 i). Abortion (itself bad) but it may be right to save a pregnant mother's life by carrying out abortion.
ii). Killing (itself bad) but it may be right to kill in order to defend oneself or save the life of another.

DIFFERENCE BETWEEN LAW AND MORALITY
Law is guided by some of the legislative instrument whiles Morality is guided by some form of religious belief.

AGENTS OF MORALITY.

The agents of moral development includes:
   I. **Home/family**
   II. **Peer group**
   III. **The mas media**
   IV. **Religious organizations**
   V. **The school.**

The home
i). Educating children to obey and respects authorities
ii). Serving as a role model by putting up desirable and acceptable behaviours such as respect, honesty, kindness, faithfulness etc.
iii). Teaching them the "do's and don'ts's" of the society
iv). Teaching them decent dressing.

The peer group
   i. Helps each other to obey and respect peer or group regulations and norms
   ii. Working cooperatively towards the achievement of a common goal

The school
   i. **Pro**viding guidance and counseling service
   ii. Direct teaching of subjects like R.M.E, social studies, Ghanaian language etc
   iii. Establishing and implementing reward and punishment
   iv. Establishing rules and regulations.

THE ROLE OF THE TEACHER IN MORAL DEVELOPMENT
1. The teacher should serve as a role model
2. Teachers should formulate rules and regulations of students for acceptable moral behaviour
3. Teachers should use school worship, gathering and other social arrangements such as morning assemblies to express children to moral issues.
4. Teachers should encourage pupils/students to read books, which contain moral issues.
5. Through the direct teaching of subject like R.M.E, Social Studies etc
6. Teachers encouraging students to be part of clubs and societies
7. Assigning leadership roles and positions to pupils.

WHAT IS MORAL EDUCATION: it is refers to the process by which an individual or groups of individuals are provided with skills to them differentiate between good and wrong behaviour.

REASONSOR THE NEED FOR PROVIDING MORAL EDUCATION IN SCHOOLS

1. As a results of increase in substance and drug abuse in society.
2. Indecent dressing by youth in our society
3. Increase in occultism and sakawa
4. Increase in chieftaincy and tribal conflicts .e.g Nkonya/Alavanyo, Bawku etc
5. Increase in defilement and rape cases as well as prostitutions
6. Increase in stealing especially through armed robbery
7. The use of profane and abusive language in the mass media. Example the politicians, pastors, imams and other people who use the media.

CULTURAL PRACTICES THAT PROMOTE MORAL DEVELOPMENT
1. **S**tory telling
2. Proverbs
3. Songs
4. Birth rites, puberty rites marriage and death rites
5. The use of riddles

   STEP IN TEACHING MORALITY
a. During teaching help students to identify and understand "good and evil" and educate them on the need to always opt for good morals
b. **Cr**eate practical or real opportunities for students to practice what they learn in theory .For instance as you teach obedience, honesty, kindness and tolerance, allow students to practice such values
c. Again, expose students to real situation during teaching and observed their reactions for discussion.

LAWRENCE KOHLBERG MORAL DEVELOPMENT.

Kohlberg, have attempted to explain in the total development aspects of morality. Jean Piaget contents that, all morality consist of a system of rules, which handed down from adults to children. Inspired by the work of Piaget L. Kohlberg (1971) has provided detailed structure in formulating a theory of children's moral development. Like Piaget he feels that morality is develop in series of stages.
Kohlberg Theory considers six stages. Categorizing them within three major levels with two stages under each levels and the levels are;

A. PRE CONVENTIONAL OR PRE MORAL (4 – 8)
B. CONVENTIONAL OR ROLE CONFORMITY (8- 14)
C. POST CONVENTIONAL OR AUTHOURITY OF SELF ACCEPTED PRINCIPLES (14+)

LEVEL ONE: PRE CONVENTIONAL OR PRE MORAL (4 – 8 years)

At the pre conventional level children have little conception of what socially accepted moral behavior means. They do not have the cognitive maturity to weight the moral worth of two competing arguments. Their moral judgments do not have any moral basis but through two stages they begin to display signs of initial behavior.

STAGE 1 : OBIDIENCE AND PUNISHMENT ORIENTATION.

Children begin to follow rules in order to avoid punishment. During this stage children conform to rules impose on them by authoritarian figures. The child at this stage find it difficult to determine WHETHER his behaviour is good or bad.to the child at this stage, an act which is followed by a good consequence is said to be good and that which is followed by a bad consequence is punishment. Children begin to follow rules in order to avoid punishment. True rule awareness, as we know it, has not been established; rather children's moral behavior is based on fears associated with rule violations.

STAGE 2: THE INSTRUMENTALIST RELATIVIST ORIENTATION.

The child at this stage judge s whether an ac is right or wrong in terms of how they satisfied his needs. Therefore a moral situation is related to the needs of the individual (relativist). In other words, children reason that by taking the right action they usually earn some tangible reward. But Kohlberg also feels that there is a sense of reciprocity, that is children do the right thing not only to satisfied their own needs but also to satisfy the needs of others.in this case, some sort of "returns favour" is implied. (That is, you scratch my back I will scratch my back). For example a child share his toy or sweets with others, but not because he is sorry but because he expect them to share with him same day or next time.

LEVEL TWO: CONVENTIONAL LEVEL OF MORALLIYT OR RULE CONFORMITY (8-14 years).

The child at this level ants to maintain good relation with people as well as wants their approval. The child therefore conforms to the behavior put up by others in his group because he does not want to be found guilty and be condemned. During these years (about 8 to 14 years) children desire approval both from individuals and society. They exhibit moral behaviuors by:
1. Conforming to the behaviors put up by others
2. Keeping within the rules that are expected of them.
3. Maintaining their loyalty to groups, society and the nation.

STAGE 3: GOOD BOY NICE GIRL ORIENTATION.

The child tries to be good or nice in order to win approval. Good behavior at this stage is that which pleases other people. The child does not rely on its own decision but fallow the guidelines of others. The child obeys to avoid disapprovals, accepts and respects parental, religious and political authorizes in home, churches/mosques and schools. They are always submissive to authhourity, punctual and regular at school and perform their duties to perfection both at school and home. In short, they know, that good behavior pleases all people and therefore, they always try to do good to be nice to get people approval.

STAGE 4: LAW AND ORDER ORIENTATION (Authority and Social Order Maintaining Orientation)

Moral or right behaviuor to the child at this stage means doing ones duty or obeying authhourity. The child follows the rules of the family or group or nation. He also believed in established rules and in the maintenance of social order. Children always behave in accordance with established rules and regulations in all settings in which they may find themselves. Examples; dressing appropriately, being

punctual and regular to all social gathering, responding to bell in time for assemblies, ding their home work or assignment, taking part in house chores such as sweeping, dusting, washing utensils etc.

LEVEL THREE: POST CONVENTIONAL ORIENTATION (Authority of Self Accepted Moral Principles 14+)

At last level major level of Kohlberg's theory of moral development, the individual's moral reaches a mature stage. The child realizes that he has individual right and can determine on his own, what is right and what is wrong. Though he belongs to a group, he knows he has an individual ability to hold a different view from the groups or colleagues. They make moral decisions and adjustment to principle which do not necessary agree with what authourity or other people accept.
The stages that fall under level 3 are;

STAGE 5: MORALITY SOCIAL CONTRACTS INDIVIDUAL RIGHT AND DEMOCRATICALLY ACCEPTED LAW

At this stage the individual knows that people hold a variety of values. He personally selects moral principles to guide his behavior and is careful not to violate the rights and will of others. Moral issues should consider in their legal sense. The stage is referred to as " contractual legalistic orientation". Morality should be considered only on its legal entity. That is , the moral values are those supported by law because they have been accepted by the whole society.

STAGE 6: MORALITY OF PERSONAL CONSCIENCE.
At this last stage of Kohlberg moral development, there is a development of a true conscience, which enable individuals to uphold the behavior that best respects, the dignity of human as well as their own. The individual decide on rights or wrong on the basis of his own conscience and is base on himself – chosen moral principles. The child behavior at this stage is base on principle that;

1. Equality of human rights
2. Justice must prevail at all level
3. Respect for the dignity of the human being as an individual.
   END.

QUESTION (PAST QUESTION 2011)
Q4 a. What is social development?
    b. Discuss with examples five roles of the teacher in social development (untrained teachers, 2011)
    c. Discuss 5 roles of the family/home in social development

QUESTIONS (PAST QUESTIONS 2013 AND 2011)
Q3 a. What is morality? (5 marks)
    b. Explain any five roles teachers can play in moral development. (25 marks) Jackson 2013
Q3 a. Explain what is meant by moral development.
    b. Discuss reasons why moral education is needed in schools. (Untrained teachers 2011).
    • Cultural practices that promote development of morality.

Unit 3
LANGUAGE DEVELOPMENT
 Meaning of language
Language is an accepted mode through which man expresses his ideas and views and also conveys his thoughts and information to other people. It is therefore a form of speech and expresses through voice, writing, words, signs or gestures, sounds and drum language.

Helm and Turner (1981) defines language as well ordered system of grammatical rules, syntex, and semantics that each adult member of the language community tacitly comprehends in speaking, listening, and writing.

Language is an accepted system by which man expressing his ideas and communicates information to others.

Again, S Rhoma (1989), defined language as a human system of arbitrary symbols that is used to communicate message from one person to another.

COMPONENT OF LANGUAGE.
1. Phonology: basic unit of sound or phonemes
2. Semantics: expressing meaning of words and sentences.
3. Syntax: form or structure of language.
4. Pragmatics: i.e. knowledge of phonology, semantics and syntax.

STAGES OF LANGUAGE DEVELOPMENT
The stages of language development are four (4), namely;
1. The pre-linguistic stage
2. Holophrastic stage
3. Telegraphic stage
4. Rule acquisition stage

THE MEANING OF PRE-LINGUISTIC
Linguistic means language or speech communication. The word 'pre' means "before". The sound is the first communication used by infant. This is the period when the baby feeling helpless to communicate, to interact effectively with its human environment, expresses his/her needs through pre-speech communication media (crying, cooing, babbling, gestures).

FORMS OF PRE-LINGUISTICS

1. **Crying: -** the first language of the child is his cry. Even though crying cannot strictly speaking be called language. Neonate cry to signal their distress and may emit different kinds of cries to communicate different needs. When the child is hungry, needs affection, thirsty, love, ill, or if it soils itself, it tends to cry. The child's cry is followed in the first two weeks after birth by reflexive vocalization of random sounds. **<u>Crying</u>** is a sound from the voice so it is a vocal noise. It is made by instinct but not planned activity.

2. **Babbling/cooing**:- in the fourth week after birth the baby is able to coo and is follow by babbling between the fifth and sixth weeks. The babbling is also called the **echolalic stage** because the child engages in repetition of sounds. Babbling or cooing contains one syllable such as "da", "ta", "cha", "di". Sometimes the child makes monosyllabic words for pleasure. The child may babbling as play activity. Therefore, attention must be given to reinforce the child.

3. **Gestures:-** it refers to the movement of the hands or heads to express some meanings which are communicative. The kicking, stretching and grasping movements of young infants may have no meaning but a simple reaction to the need for activity.
   Example

GESTURE	MESSAGE
1. Reaching out for a person	1. Please take me
2. Letting food out of the mouth	2. I am satisfied
3. Kicking or pushing objects away	3. I don't want it

HOLOPHRASTIC (SINGLE WORD PERIOD)

This stage is marked by the child's ability to say or use single words consistently and intentionally to refer to objects, people or events. It usual start from 9 months to 1 years. The words spoken by the children convey ideas. Each word utterance may be a complete sentence for example; the word "toy" may mean "I want my toy". Some the words used by such infants includes "mama", "dada", "car" etc.

TELEGRAPHIC STAGE

The third stage is the telegraphic stage or two sentences stage, which is marked by the appearance of the child's first sentence. This is occurring at about 18 months after birth. In most cases such sentences consist of two words: dada eat, mama go, dada drink. They may also use three words but may lack some words as tense endings on verbs etc. example; "I eat it", "where my rice"

RULE ACQUISITION STAGE

The final stage of language development is the stage of rule acquisition. This begins at the age of 2 years. The child uses inflections, plurals, pronouns, articles, prepositions etc. until the sixth year, the speech of most children is characterized by omissions and an incorrect expression is very rapid. eg a child may say "tomorrow the going to school".

COMPONENT OF SPEECH
1. Comprehension

2. Pronunciation
3. Vocabulary
4. Sentence formation

THEORIES OF LANGUAGE DEVELOPMENT

There are three of such theories, namely;
1. Reinforcement theory (B.F Skinner)
2. Innate mechanism theory (Noam Chomsky)
3. Social learning theory (Albert Bandura)

REINFORCEMENT THEORY (B.F SKINNER)

In 1957, Skinner argued in a book entitled "verbal behaviour" that children learn to speak through appropriately because they are reinforce for grammatical speak. Skinner is of the view that language is picked up through **imitation**, when a baby babbles "ma-ma" "ma-ma" and the mother comes running over smile, talked and hold the child, the baby is likely to say "ma-ma-ma" again. How rapidly and well the child talks according to Skinner, depends primary on how often the child hears speech and how well he is reinforce for talking. As time goes on the infant learns that "ma-ma" brings mother and other sounds bring other result.

INNATE MECHANISM THEORY (NOAM CHOMSKY)

The belief of innate mechanism is the "Nativist perspective" and the are of the view that human beings are biologically programmed to acquire language. For instance, Noam Chomsky explained that, human beings poses some kind of in-built system which enables the child to process language, to draw out rules and to understand as well as produce grammatical accepted speech. She refers to this system as language acquisition device (LAD). This theory then views language development as genetic phenomenon that is, the child is endowed with natural ability to acquire language.

SOCIAL LEARNING THEORY (ALBERT BANDURA)

This theory was propounded by Albert Bandura Bandura contents that, child or infants observes and imitates what and how the adults says and through the acquires the language. To him, no one repeats anything to the child. There is no reinforcement at all. The infants or child learns language from home or environment.

IMPORTANCE OF LANGUAGE

1. **Differentiation of human beings from other animals.** Through language man has been describe as a "Homosapien" that mean, a wise man. Man has gained superiority over all other animals on earth and has been able to develop and use a detailed manner of communication in language. With language, man is able to think and reason as compare to other animals.
2. **Record keeping purposes.** Language enables ideas to be documented and preserved for several years as safe keeping documents, information and for the survival of our culture. There in other to preserved our current culture, there is the need to write it in books, magazines etc.

3. **For promotion of trade and commerce.** This implies transaction of good and service are made possible through language either within or outside the country.
4. **For entertainment and leisure.** Language helps in provision of both entertainment and good use of our leisure time. During our leisure time or past time, we listen to story telling, rhyme recitals, music, drums and even dancing which entertained as and also help instill moral values in us.
5. **Knowledge and experience.** Language makes it possible for us to share our knowledge (skills work) and experiences for later generation to improve upon.
6. **It makes information and messages meaningful and understanding to receivers.** It enhances communication and better understanding. Information can only be received or convey from one place to another through language.

FACTORS THAT INFLUENCE LANGUAGE ACQUISITION (FACTORS THAT AFFECTS LANGUAGE DEVELOPMENT)

1. **Maturation or organic factor.** The earlier signs of vocalization especial crying and babbling appears organically based. This is evidenced by the feet that both deaf and hearing infants and children of different nationalities make similar vocal sounds during the first 6 months of life.Maturation serves to effect language acquisition because initial physical characteristics such as flat palate and large tongue in relation to the mouth couple with few or no teeth, may be contributing influences to babbling. The language is affected when the organs are not matured.
2. **Sex.** Girls are somewhat superior in vocabulary, articulation and the amount of speech produced, until the age ten. However this is not always so.
3. **Physical factor.** Brain damage after a fall or an injury to the head may lead to **aphasia** in which condition the child becomes unable to use words or to understand words symbols.
4. **Level of intelligence.** As a rule, middle sub-normal children learn to talk much later than children of normal or superior intelligence. A mentally sharp person articulates and speaks well while a feable-minded child is usually related in language acquisition and use.
5. **Socio economic factors.** Marked differences in language acquisition have been found in comparing children from different socio-economic backgrounds. Generally, children from families of professional and educationally higher social class membership are linguistically more advanced than their counterparts of lower socio-economic homes. Lower class children have power articulation than middle-class children.
6. **Health status of the child.** A child who is not healthy and every often sick from early stages of development may not able to create sounds for pressure and imitate sounds made by adults. A child is often sick shows no enthusiasm to make vocal sounds. A normal development of the speech organs may delay due to ill health and consequently delay speech development.
7. **Exposure to many languages**
8. **home background of the child**

FACTORS THAT PROMOTE LANGUAGE ACQUISITION

1. Motivation

2. Guidance
3. Opportunity for practice

SPECIFIC LANGUAGE SKILLS IN SCHOOL

1. Reading competence of the child
2. Reading interest
3. Speaking

❖ **READING COMPETENCE OF THE CHILD**

Specific activities through which children could develop their reading skills.

i. Conservation ii. Story telling iii. Verse iv. Extension reading

STAGES THE CHILD COULD GO THROUGH TO DEVELOP READING SKILLS

• PRE-READING STAGE
  - **I.** Tell the story or the verse for pupils to listen.
  - **II.** Let pronunciation of words comes clear to the child.
  - **III.** Use demonstration and dramatization
  - **IV.** Use questioning
  - **V.** Use pictures for descriptions
  - **VI.** Sing songs related to the verse or story

• READING STAGE
  - **I.** Copy the story on the chalkboard
  - **II.** Read for the pupils to repeat after you

• POST-READING STAGE
  - **I.** Review the verse or story through questions and answers.
  - **II.** You may as pupils to draw some of the characters in the story
  - **III.** Pair pupils to discuss what they like or dislike about the verse.

❖ **READING INTEREST**

The child reading interest could be develop through the following activities:
  - I. Demonstration
  - II. Dramatization
  - III. Use of pictures
  - IV. Reading
  - V. Clapping/tapping
  - VI. Library reading books

❖ **SPEAKING**

The activities through which child could be develop specific skills under speaking are;
  - I. Story telling
  - II. Conversation/oral language
  - III. Rhymes
  - IV. Extensive reading
  - V. Regular practice in the classroom

<h1 style="text-align:center">COMMUNICATION DISORDER</h1>

What is communication disorder?

When there is a deviation from both speech and language. When communication becomes conspicuous, unintelligent and unpleasant.

TYPES OF COMMUNICATION DISORDERS. There are two types of communication disorder. They are;

a) Speech disorder
b) Language disorder

SPEECH DISORDER: - Speech is disorder when it is not in line of other people. The cause is sometimes organs defects eg muscles paralysis, cleft palate, cerebral palsy, or brain damage.

<h3 style="text-align:center">FORMS OF SPEECH DISORDER</h3>

There are 3 forms of speech disorder;

1. **Articulation or phonological disorders:** these are deviation from normal way of production of speech, sounds, words or phonemes. This deviation includes
   I.   Substitution eg 'web' for "verb", 'flesh' for "fresh" etc
   II.   Omission eg clap for lap, skill for kill
   III. Adding a sound to a word. eg buluu for blue.
2. **Voice disorders:** these have to do with quality, loudness and pitch.
3. **Disorder of fluency:** this is a disturbance that affects and prevents the normal flow of speech. eg abnormal long pause between words, excessive repetition of sounds syllabus or words. eg stammering, stuttering etc.

<h3 style="text-align:center">LANGUAGE DISORDER</h3>

According to Myklburst (1971), language disorders involve the central nervous system dysfunction that impedes the comprehension and use of words.

<h3 style="text-align:center">FORMS OF LANGUAGE DISORDER</h3>

The two forms of language disorder are;

A. **Expressive disorder: -** this deals with giving out information and having difficulty in expressing oneself. That is difficulty one has in expressing himself smoothly. eg stammers and stutters.
B. **The receptive disorder:** - this has to do with the difficulty one has in receiving or talking in information accurately told him or her. eg the dumb and may be the deaf or hard hearing individual.

REASONS FOR LANGUAGE RETARDATION

Generally, children's development of speech and language may be retarded due to congenital or adventitious factors. These factors include;

1. Bilingualism/Multilingualism
2. Personal factor
3. Health (Diseases)
4. Stuttering
5. Chromosomal abnormalities
6. Hearing retardation
7. Malformation of speech organs
8. Severe cleft palate

1. **BILINGUALISM/MULTILINGUALISM**

Children who hear several languages at a time suffer retardation in the rate at which the language is learnt. If at the time when the child is acquiring language he is expose to so many languages from the environment where he is being brought, he picks all the languages speaking to his/her hearing mixes them up in his speech, reading his/her speech non-understandable by the people. This brings about disorder in his language due to the initial influence of so many languages on him.

2. **PERSONAL FACTOR**

Introvert children are likely to develop language at a slower rate than extrovert children.

3. **HEALTH OR DISEASES**

Children who develop a prolonged illness during the first two years of life are likely to have a delayed language development. Diseases like German measles, mump, meningitis, and STD's during pregnancy may affect the internal organs of the fetus causing damage to the brain and some hearing organs that support language development.

4. **STUTTERING**

Numerous famous men like Moses, Aristotle, Aesop, Demosthenes etc are said to have stuttered. Stuttering is created by excitement in the two to three years old but in six-year-old school child, it is a manifestation of nervous strain connected with school. Stutters need great patience and understanding to help them over their difficulties. This comes as a result of organs defect or physical defects of the mouth, larynx, and tongue.

5. **CHROMOSOMAL ABNORMALITY**
This condition has to do with genes. During conception, both male and female has to contribute 23 chromosomes each from the ovum and the sperm. The result will be formation of a normal child. However, due to genetic constituents and factors during

conception (pregnancy), instead of normal 46, in some cases, it is more or less constituting abnormality. Example of such abnormality is either Down syndrome (mongolism) or Turner's syndrome or Klinfelters syndrome. The result leads to mental, hearing or visual retardation and impairment.

6. **HEARING IMPAIRMENT**

This is a damage or weakness or loss of some organs of ear either pre-natal, peri-natal or post-natal stage of child development. Two factors that accounts for hearing impairs in peoples are either genetic or environmental. If the cause is as a result of defects in genes/chromosome than it is genetic factors and if it is due to infections, poison (toxic), noise pollution it is an environmental factor. Another cause of hearing impairment is complication in the middle ear. Example accumulation of wax in the auditory channel may block the auditory track and results in hearing impairment. Also some damages to cochlea and auditory nerves in the inner ear can also result hearing impairment. It is important to know that all organs of the ear are connected together to support speech and hearing ability. This because it is connected to ENT (ear, nose and throat) and it will be affected resulting hearing inability.

7. **MALFORMATION OF SPEECH ORGANS**

Due to poor diet (malnutrition), drugs intake of pregnant woman some speech organs of the child may not be properly formed and can lead to language retardation of the child. The hearing organs, visual organs and the vocal organs (throat may be seriously affected due to malformation and may lead to language or speech retardation.

8. **SEVERE CLEFT PALATE**

This is an opening in upper part of the child's mouth. If this occurs, proper speech by the child is impossible. Also malformation of the teeth, lack of teeth development or missing upper teeth (incisors) may also results to language disorder.

9. **BRAIN DAMAGE**

A brain damage after a fall or injury to the head may results in aphasia, in which condition the child is unable to use words or understand words or symbols. It needs psychological and psychiatric treatment.

TEACHING FOR EFFECTIVE LANGUAGE ACQUISITION OR DEVELOPMENT

1. **Oral activities:-** teachers should encourage pupils to do such oral activities as story telling, describing pictures, active plays, quizzes, poetry recitals, dramatization. These activities expose children to a lot of vocabulary and at the same time offer them the opportunity to practice and solidify vocabulary they have.
2. **Language games:-** through language games such as dominoes, pick and act, scrabble, picture matching or word matching, called a word are motivated to acquired language. The games helps a child recognize sounds, words, phrases and sentences that have been learnt.
3. **Teacher as a role model:-** social learning theorist notable Albert Bandura explained that, children learn through the observation and imitation of the behaviours of adults. At the school, the child will imitate words and sentences spoken by teachers. It is therefore important that, teachers should provide good speech models for example, clear speech, accent and use of vocabulary that is within the ability of the children.
4. **Provide opportunities:-** the teacher should provide opportunities for the children to listen and imitate good speech from tape recording, radio, TV, news papers or magazines etc. where opportunity exist, children could be made to listen to their interest in speech development.
5. **Regular reading:-** it is very important for language development. The development of reading skills often begins with introduction of children to pre-reading activities. These include; eye movement, identification of symbols and words through the provision of picture books for pupils. The mastery of these activities promotes the children's progress in reading and hence language development.
6. **Offering reinforcement:-** encouraging pupils reproduce simple stories told by the teacher or by fellow pupils. The teacher could then reinforce correct utterances to serve as a feedback and reward function. This is because according to B.F Skinner, words that are reinforced tend to be used by the child very often. This use of reinforcement of rewards and praises will promote good speech competition.
7. **Libraries:-** through the help of the district assemblies libraries should be established in schools to develop a reading habits.
8. **Conversation:-** teachers should engage children in conversational lesson using suitable and relevant topics of interest to the pupils.

THE ROLE OF OTHER AGENCIES IN THE LANGUAGE DEVELOPMENT OF THE CHILD (THE HOME, THE MASS MEDIA AND THE PEER

THE HOME:

1. Story telling
2. Daily conservation
3. Singing of songs
4. The kind of education children received at home also help the child to develop language. eg parents engage children through reading and rhymes.

PEER GROUP:

1. Language games - riddles, poems
2. Entertainment and leisure
3. Through conservation
4. Through their interaction with TLMs in their learning

MASS MEDIA:

1. Through reading of articles
2. Promotes staff education through publication, programmes on the radio, TV etc, as the child does his/her own reading, he/she builds interest and confidence, enable him/herself to as simulate information that he or she has great delight in this help to expand his/her horizon.

QUESTIONS:

1. Explain 5 strategies you would use to promote effective language development among your preschoolers. (Same as teaching for effective language acquisition)
2. Explain 5 reasons for language retardation
3. Explain 5 factors that affect language development
4. Explain 5 importance of the language

UNIT 3
THE CONCEPT OF LEARNING

MEANING OF LEARNING
The process of acquiring knowledge, skills, and attitude is labeled as learning. The well-established definition of learning by most psychologists is relatively permanent change in behaviour du to practice or experience.
According to Driscoll (2005) learning can be defined as relatively permanent change in behavior or behaviorable potentiality as a result of the learners experience and interaction with the world.

B.F skinner also defines learning as "a relatively permanent change in behaviors as the result of experience"

Cauhan (1990) defines learning as the means to bring change in the behavior of an organism. Learning involves a change in behavior (i.e. after an organism must be able to do something, that it could not do before the leaning took place).

NATURE [FEATURES, OR CHARATERISTICS] OF LEARNING

1. Learning is both a process and a product. Learning as a begging [teaching] and the end [respond] that make it a process. The product of learning is the change in behavior that is relatively permanent.
2. Learning cannot be seen but can be observed.
3. It is relatively permanent.
4. Learning is an ability hidden within the individual. Learning has both processes a product. In between the process and the product is the hidden ability of the individual effect learning-understanding.
   Learning must therefore, comes two definitions;

i. Must take place from some performance or conscious activity.
ii. Must come from observation, practice, training or experience than activity.

THINGS WE DON'T CONSIDER AS LEARNING
It is importance to note that, any activity of man that take place involuntary or naturally cannot be said to be learning, as they do not involve any learning. Example crying, feeding, yawning eye blinking, maturing, breast milk sucking, grasping by an infant, walking , talking (speaking),shouting e.t.c

HOW CAN TEACHERS PROMOTE LEARNING?
1. Ensuring the attention of the pupils
2. Breaking the learning tasks in to smellers units and proper sequinning
3. Teachers using appropriate instructional materials for teaching
4. The use of concrete examples and relating learning to every day life
5. Providing avenue for continuous practice in exercises and regular assessment
6. Teachers should provide lively and conducive environment for the learning

FACTORS THAT PROMOTE LEARNING

1. **Level of intelligence** – the higher the level, the easier for him to understand
2. **Maturation and readiness**
3. **Types of material to be learned**= the more meaningful the material to be learnt, the easier it is to the learning.
4. **Health status** = children learn better when in good health and evidently protracted illness can affect learning.
5. **Emotional factors** = A child learns better when he/she is emotional stable. Children who are denied love and affection by their parents and teachers suffer from anxiety and may feel rejected.
6. **School environment**= good school building, furniture, teaching and leaning materials all facilitate learning
7. **Socio – economic factors** = children from deprived backgrounds experience lower school achievement than their for lunate counterparts from home with better environment conditions
8. **Motivation**
9. **Parental interest and encouragement**
10. **Number of facilities in the child** home, Eg Light at night, radio, T.V. libraries or reacting materials, toys, suitable furniture.

FACTORS THAT IMPEDE OR AFFECTS LEARNING

1. **Inattention** – some pupils do not pay attention when lesson are going on. The inattentiveness makes learning difficult for learners to understand.
2. **Insufficient opportunity for practices.**
3. **School environment.**
4. **Fear created by teacher**: pupils get frightened when their teachers do not show love, affection, care to them. Eg the use of the co-poral punishment.
5. **Emotion**.
6. **Peer group influence**.
7. **Intelligence.**
9. **Socio-economic factors.**
8. **Weak cognitive** ability of the people

NOTE: When factors that promote learning is negative then it affects or impedes learning.

LEARNING THEORIES
A Learning theory is a set of concepts or constructs that explain how learning occurs in an organism and thus can also predict how learning will occur in a given situation: The theories of learning also known as approaches to learning are rooted in two major paradigms, they are ;Behaviourist Approach and Cognitive Approach.

*THE BEHAVIOURIST VIEW
The behaviourist namely B.F skinner, Edward L. Thorndike, John B. Watson Ivan Pavlov are proponents of the behaviourist view. The behaviourist approach is also known or referred to as Associationist or stimulus –Response Theorist. They argued that learning occurs when an organism interacts with the environment and encounters some experience. They reason that environment provides stimuli and the

organism responds. Behavioral of learning proposed that behaviour could change through the process of reinforcement from the environmrnt.

STIMULI= is anything that causes behavior to occur.

Eg it can be words, physical materials or incentives.

RESPONDS= is reaction to stimuli or any event which is elicited by [or result from] a stimuli.

Example. When we step on hot object we feel pain [stimuli] and automatically respond by withdrawing our foot [response]

OTHER THEORIST ON BEHAVIOURIST VIEW

THEORY	PROPONENTS	ANIMAL	MEANING
Classical condition	Ivan Pavlov	Dog	This is a types of learning where a previously neutral stimuli or conditioned stimuli [CS] eg bell is paired with an unconditioned stimulus [UCS] eg food to become a conditioned stimulus and eventually elicit an unconditioned response [UCR] salivation.
Oparent condition	Edward Lee Thorndike	Cat	This where a person learn behavior[response]by associating the consequences [stimulus]that follow the occurrence of that behavior He has three laws of learning **1. Law of effect 2. Law of exercise 3.law of readiness.**
	B.F Skinner	Rat	

EDUCATIONAAL IMPLECATION OF BEHAVIOURIST THEORIST
1. There is the need to use reinforcement
2. Breaking lesson in to the teachable units
3. Teachers should state their objectives in a teachable and measurable terms
4. There is the need to regulate individual difference in the class
5. Maximum delay of reinforcement. Reinforcement should be done quickly

NOTE: J.B Watson is the father of behaviourist but B.F Skinner is the famous.

COGNITIVE THEORIES OF LEARNING

Cognition implies the use of mind is derived from the Latin word "cognito" which means "think". While cognitive comes from the word cognize, which mean to know. It implies knowledge. The cognitive approach is therefore basically concerned with the use of the mind to reason or analyze event in other to arrive at a conclusion or give appropriate responses. In their experimental investigations, the cognitivist take in to consideration activities like perception concept formation, language use, thinking

understanding, problem solving etc. Cognitive learning is there fore a type of learning that occurs as results of memory and attention. It is a type of learning that occurs as a result of memory and attention. It is a type of learning theory that focuses on the reorganization of one's perception in order to achieve understanding. In modern times, **cognitivist sees the human mental activities exactly as what goes on in the computer when in operation. They see** human beings as information processing system and that man operates with 3 types of memories namely; the sensory memory, shot term memory, and long-term memory.

Some of the cognitivist includes; Jerome Brunner, David Ausebel, Wolfgan Kohler, Jean Piaget.

Type of cognitive learning and proponents.

THEORY	PROPONENT	ANIMAL[IF]	MEANING	
1.Insightfully learning	**Wolfgang Kohler**	Chimpanzee [Ape]	Problem solving situation in which there is a period of thoughtful mental actually follow by sudden understanding of a problem and realization of its solution.it offers as "Ah-ha"	EDUCATIONAL IMPLECATION OF COGNITININIST THEORIES OF LEARNING
2.Discovery learning	Jerome Brunner		Here learners are given an opportunity or maximum assistance to find out solutions to a problem.	
3.Reception learning	David Ausbel		This is type of learning that presents material to be learned in ways that encourage learners to make sense of it by relating it to what they already know and not just to memorize it in a root fashion. The teacher present concept to the learner who intern applies it in a specific situation.	

1. Cognitive learning emphasize on feedback
2. They also emphasize the use of discovery method for better relation of what had been learned.
3. It also emphasizes the use of insightful or problem solving approach.
4. They also stress so much retraining what they learnt [RETENTION]

INFORMATION PROCESSING AND LEARNING
What is information processing?
It is a cognitive theory of learning that describe how knowledge is processed, stored and retrieved from the mind or brain. The human memory according to psychologist is made up of:

1. **The sensory register**= any device which receives a lot of information through various senses e.g eye, nose, ear etc

2. **Short term memory**= it is also called "**working or active memory**" and is part of our memory where information currently been though about it store for a few seconds unless the information is rehearse or processed further.
3. **Long term memory**=> It is a type of memory that hold enormous amount of information for a long period time in relatively permanent fashion.

What then is memory? => It is the ability to remember or retain information and proof that one has learned. The memory process involves three stages, namely:

1. We have learned a subject.
2. Retain it over a period of time
3. Remember or recalled it when we need the information

These three process or stages may be summed up in to.
* **Acquisition (encoding)**   ***Retention (store)***   * **Recall (retrieved).**

  i. ENCODING => getting information in to memory
 ii. STORAGE=> Retaining information over time
iii. RETRIEVAL=> Taking information out of storage

INFORMATION PROCESSING DIAGRAMME
Stimulus……………………>Sensory register……………………>Short term memory…..

……..

………………>Long-term memory……………>response

From the diagram it illustrated that, sensory memory is the registration point that receives information and information is not thought of it, it disappears within few seconds. When it is thought of and utilized it transfers in to the short-term memory. This part of the mind, stores information that is fresh in mind. If the person stop thinking about the information store in the short-term memory (STM) the information disappears. If however he/she utilized the information and continues to think about it, the information is transferred in to long-term memory (LTM).

The person might not feel the existence of the information in the long term memory (LTM) but any time the information is needed it will transferred from the long term memory back in to short term memory. Therefore it implies that short term memory receives information from two source, either sensory memory (register) or long term memory and this explain why information never get off from the mind.

NOTE: LTM is like large store (ware house) where goods can be stored for very long time until needed and retrieved.

SOME MEMORY STRATEGIES (*That in is what to do to keep information in to memory*)
1. **Revision practice & exercise** => encourage frequent but distributed practice or repetition and regular review of what has been learned. The most common method of committing in to the

memory is practice. It is better to practice newly learned behavior and to practice a little each time or each day over a period of time

2. **The use of mnemonics** => use a variety of mnemonic devices. It is in the form of jingles or phrases that we use to tie together ideas. Eg STM => short term memory, UCR=>un condition response. It therefore includes rhymes, acronyms etc this help learners to organize and retrieve information in the meaning way.

3. **Part learning** => it is the method where learners are asked to continue practicing the new knowledge or behavior even after they have master the materials.

4. **Over learning** => When a person goes over and over a given materials or information in other to keep it in to memory. A strategy learners adopts to commit poem, rhyme and recitation in to memory.

5. **Method of learning** => when learners relate new materials to what they have learned already and also interacting with learning materials. Also learners ability to point out similarities and differences in what they have already see.

THEORIES OF FORGTTING

Forgetting is the inability to recall learned task, skills or information from memory when needed. The most common forgetting theories are; Trace Decay theory, the interference theory & motivated forgetting.

* TRACE DECAY THEORY=> This theory states that trace of information in the in the mind is likely to disappear if for a long period of time information is not use for its purpose. Example the memory of the movie seen last year is slightly weak and less detailed than memory of a movie seen this week. Again it can be associated with footpath of the farm. If people don't walk on it for along time it will cover up and there will not be sign of existence of footpath.

NOTE: practical skills (motor skills memory) do not seen to fade over time . eg an adult who has acquired the skills of riding bicycle can still remember the skills about 20 or more years.

INTERFERENCE THEORY=> Here forgetting occur because what the learner (child) has learn previously interferes (ie inhibits) the recall of the present materials and vice versa this interference occurs in two ways namely ;(1) Retroactive inhibition (2) Proactive inhibition*

(1) Retroactive interference (inhibition)=>the learning of new materials interferes with the ability to remember the old materials learned. That is, later learning interferes with recall of earlier learned materials.

(2) Proactive interference => occurs when previous learning interferes with later learning. That is the old materials, makes it difficult to learn and remember new materials.
NOTE: later means "new" and previous means "old"

* MOTIVATED FORGETTING THEORY=>Some times it seems we forget because we want to. This theory is a foundation of Sigmund Freed is psychoanalytic theory as also known as the Freudians theory. The theory state that, people some times for the unpleasant nature of information, make conscious efforts to forget about them. According to Freud, if some information is intentionally forgetting about because its memories will not bring happiness to the man we say. There has been motivated forgetting. Eg

anxiety provoking though, death of love ones or bitter experience in life. Pushing away of the information is known as **repression.**
Other theories are theory of Disuse, theory of integration etc.

TECHNIQUES/WAYS TEACHERS CAN ADAPT TO HELP PUPILS REMEMBER WHAT THEY LEARN(Ways teachers can reduce forgetting among his pupils)
1. Help pupils to develop the use of mnemonics and acronyms.
2. Teach the pupils meaningful materials.
3. Planning of the lesson or subject ie methodology, techniques and strategies, Similarly, learning tasks can be broking down in to smaller units
4. Ensures pupils pay attention in class
5. Establish cordial or right [conducive] atmosphere for learning
6. Give learners opportunity to practice, revise or exercise.
7. Teachers must be knowledgeable in the lesson content and make good use of appropriate LTM [Teaching and learning materials]
8. Avoid teaching 2 subjects of mental demand one after the other.so as to reduce interference.eg English language should not immediately follow by a Ghanaian language.

CHALLENGES FACED BY TEACHERS IN GUIDING PUPILS LEARNING. (THESE ARE NEEDS OF LEARNING OF PUPILS)
1. As a teacher, you should be aware of your children's physiological and psychological needs of and make attempts to satisfy them **Physiological needs** ensure pupils proper growth. They are basic needs in life. Food, water, body exercise (motor activities) In school they should be supervised cooked food renders, good sources of drinking water spacious seating arrangement and recreational activities. **Psychological needs** these are needs to make pupils feel happy at their respective places of work stay or school.
2. Another challenge face by teachers is to work through the Parents Teachers Association (PTA) or school management committee (SMC) in finding the best ways to solve children's needs at PTA or SMC meeting discuss with parents how to care for their children both at and school.
3. Teachers face challenge of recognizing that, children's worth as individuals and treating them as such. As teachers make your pupils feel accepted just as at home and give them attainable task to perform and then reword them accordingly.

MOTIVATING IN LEARNING

MOTIVATION is both internal and external desire, which pushes and sustain one's interest to achieve a goal. To be motivated therefore means to moved to do something. To be motivated some one must feel impetus or inspiration to act. According to Akwesi (1981) the term motivation is derive from the Latin verb "motere" which means to move. Motivation is therefore about what moves or why we behave the way we do. Motivation can also explain as the process of arousing, sustaining and directing behavior towards attainment of goal.

TYPES OF MOTIVATION
There are mainly two types of motivation namely;(1) Intrinsic motivation (2) Extrinsic motivation

INTRINSIC MOTIVATION=> It is said to occur when one learns without any external factors or reword use to entice him/her to do so. One therefore learns as a result of one's own interest and excitement. Pupils tend to learn without any external influence but merely interested in the learning process. In

intrinsic motivation there is au inner stimulus in man such as hunger for food, thirst for knowledge or curiosity for information.

HOW TO MOTIVATE LEARNERS INTRINSICALLY
1. Use dramatization, debates and discussion during classroom interaction
2. Use open ended question to promote divergent thinking
3. Let pupils know the practical value of what they learn
4. Mark learners work as early as possible to provide feedback to learners
5. Make your instruction (lesson) lively to arouse learners interest
6. Task assign to learners should be within their limits
7. Encourage self competition among learners and not envy

EXTRINSIC MOTIVATION=> This is the concerned with the kind of learning, which is connected with outside influence. This kind of motivation is not a part of actual learning but is imposed by the teacher.
TYPE OF EXTRINSIC MOTIVATION

1. **TANGIBLE**=> in the form of grades or marks, school report, prizes etc
2. **INTANGIBLE**=> in the form of praise, compliments, encouraging remarks. Basically extrinsic motivation may be seen as re-enforcement that reduces pupils to learn.

IMPORTANCE OF MOTIVATION

1. Motivation help learners to develop interest in learning
2. It offers or reduces fatigue, boredom and tiredness
3. It sustains the learners involvement in learning process
4. It enable pupils to learn on their own (intrinsic) even in the absence of the teacher
5. Motivation serves as a source of positive reinforcement in learning

WAYS THROUGH WHICH THE TEACHER CAN MOTIVATE HIS/ HER PUPILS TO LEARN (OR MOTIVATING STRAEGIES)
1. Reinforce learner's effort through praises and encouragement especially for the average and slow learners as well as introverts since they lack confidence in themselves.
2. In addition to grades and marks give encouraging comments on test and exercises provide prompt feedback by informing learners regularly of their performance a task soon after assign.
3. Create conducive learning atmosphere in the classroom by making both physically and psychologically safe (ie show interest in them and let them feel that they belong)
4. Give learners opportunity to participate actively in the lesson through role playing or dramatization.
5. Organize educational visits field trips, excursions etc to arouse learners interest.
6. Make lesson concrete and real by using appropriate and adequate teaching aids
7. Arouse the learners curiosity before starting a topic by posting problem or conflict situation

TRANSFER OF LEARNING

Mc Geoch and Troin (1956) define transfer of learning as the process that occurs whenever the existence of previous established habit has an influent upon the acquisition, performance or relearning of a second habit. It also refers to the effect or impact, which learned activity, or a particular course of training has on learning or performing a second activity. It is the application of knowledge or skills gained in one task, subject or situation to another subject or situation. Example knowledge in history

should enable analyze and understand current event. Also knowledge in physics can help us fix electrical appliances at home, this because knowledge gained in school to another situation outside the school environment.

TYPE OF TRANSFER OF LEARNING
1.Positive   2. Negative   3. Horizontal   4. Vertical   5. Zero

*POSITVE TRANSFER=> This occur when performance on one task aids or facilitates performance of a second task (ie when knowledge gained in one learning situation is useful or helpful in another subject) eg skills in preparing rice ball used to prepare banku or bicycle riding to motorbike riding.

*NEGATIVE TRANSFER=> This occurs when performance on one task may inhabit or disrupt performance on a second task. That is if one's knowledge in previous field of learning rather makes him get the new learning wrong or faces or in the new area for trying to applied the knowledge in the first area. Example a child who has learnt the plural of "car" is "cars" or "house" to "houses" will always be tempted to add "s" to any object or subject to give a plural form ie 'man' will be come 'mans' or 'wife' to 'wifes' or 'baby' to 'babys'.

*HORIZONTAL TRANSFER=> This involve the application of what we learn to other subject areas and various situation outside of school, for example using one's knowledge of map reading to find one's way home from forest or if you learn principle of accounting in school and you use that knowledge in running your provision store etc.

*VERTICAL TRANSFER=> This involves the application of what we learn at one point in a subject to the learning to related topic in same subject area. For example knowledge of the proper sequence of alphabet facilitates learning to use dictionary correctly later on.

*ZERO TRANSFER=> Here they may be no effect of one's learning task on another

IMPORTANCE OF TRANSFER OF LEARNING
1. It make lesson more meaningfully
2. Skill learned become applicable in later practical situation
3. It help to improve pupils ability in problem solving
4. It make it possible to tap ideas that pupils have from outside the classroom to facilitate teaching in the form of relevant previous knowledge (R.P.K)
5. Constant transfer makes learning solid ie what is learned is better understood and remembered for a long time
6. Transfer of learning help to link up theories to practical situations or experiences eg using knowledge in mathematics to estimate expenses made or revenue gained in a transaction
7. It improve divergent thinking and creative ability of pupils

CONDITIONS INFLUENCING TRANSFER OF LEARNING
1. **Identical element:** when there are identical element in two learning situations transfer is likely to occur. It is therefore necessary to stimulate real life situation in the classroom as closely as possible skill, method, techniques needed in basketball is similar to those in netball.

2. **Thorough or intensive learning** =>The more thoroughly the first task has been learnt the more likely it is to be transferred. In other words, practice and over learning promotes transfer. The teacher will need to ensure through learning by using various forms of repetition or practice
3. **Response similarities=>** Transfer is affected by the degree and type of similarity between the two learning situations response similarity leads positive transfer while stimulus similarity calling for differing responses results in negative transfer the teach   should ensure that the facts, skill, methods, approaches are similar.
4. **Level of intelligent=**Usually brighter learners are better at discovering generalization and applying them more effectively than average or bellow average learners. Intelligence and individual ability therefore influence transfer.
5. **Verbalization=**verbalization facilitates transfer. Learners should be encourage to verbalize or talk about what they learn. Encourage them to prepare their own notes during teaching.
6. **Practice=**provide student with ample opportunity for practicing the use of the skills, principles and concepts thought in a variety of situations. It enhances children is understanding in and consolidates the material learned
7. **Motivation=**transfer occur only when one is motivated to apply what has been learnt.

TEACHING FOR EFFECTIVE TRANSFER OF LEARNING (Teaching Methods That Promote Transfer Of Learning)

a. Teaching within the ability (age and maturity)level of learners.

 b .Stating relevant examples during lesson presentation

c. Use question to whip up pupils understand

d. Use appropriate pedagogy (methodology)e.g activity method, protect method and discovery method.

e. Make provision for individual difference in ability and interest Give work of varying degree of difficulty to fit ability level of students.

f. Provide enough opportunities for practicing or using the skills, principles and concepts thought in a variety of situation

g.   Effective   advanced   preparation   to   locate   the   linkage   needed   to   classified

TRIAL QUESTIONS

Q1 (a) what is morality?
     (b) Explain any 5 roles teachers can play in moral development of children
     (C) Discuss five reasons why moral education is needed in our school

Q2 (a) what is social development?

(b) Discuss with examples five (5) roles of the teacher in social development

Q3 (a) State Lawrence Kohlberg levels of moral development with their respective stages
    (B) Explain any one of the levels

Q4 (a) Explain the concept of adolescent
    (b) Examine any five (5) of the Hanghurst's (1972) developmental tasks of adolescent

Q5 (a) Distinguish between intrinsic and extrinsic motivation
    (b) Explain 5 techniques that the teacher can use to motivate pupils in the classroom

Q6 (a) what are critical and sensitive periods in development
    (b) Explain any 5 importance of knowledge of the critical and sensitive periods to the teacher and parents.

Q7 (a) what is heredity?
    (b) Explain four (4) factors that can affect child growth and development

Q8 (a) why do some pupils forget what they are taught in class so quickly?
    (b) Explain any four (4) ways by which you can help such pupils to remember what they learn

Q9. a) What is language?
    b) Explain the theories of language development.
    c) State and explain stages of language development.

Q10. a) What is language in your own words?
    b) Explain four importance of language.
    c) Explain four factors for language retardation.

Q11. a) Explain five ways through which the home promote language development in children

Q12. a) Explain 3 influences of nature on development
    b) Explain any 3 influences of nurture on environment.

Q13. Discuss any five pre-natal factors that affect the proper growth and development of the child.

Q14. Identify any five maternal diseases during pregnancy that can affect child growth and development.

NOTE: Please these are meant to keep you busy, kindly revise on other areas too. Example, cognitive development, physical development, psychosocial (Eric Ericson) and everything on learning.