MODULE 1 MEANING AND THEORIES OF BEHAVIOR PROBLEM

Unit 1   The Aetiology of Behaviour Problem
Unit 2   Theories of Behavior
Unit 3   The Humanistic View of Behaviour Problem
Unit 4   Potent Factors in Behaviour Problem
Unit 5   The School and Behaviour Problem

UNIT 1   THE AETIOLOGY OF BEHAVIOUR PROBLEM

CONTENTS

1.0   Introduction
2.0   Objectives
3.0   Main Content
       3.1   The Term Behaviour
       3.2   Concept of Socialisation
       3.3   Concept of Behaviour Problem
4.0   Conclusion
5.0   Summary
6.0   Tutor-Marked Assignment
7.0   References/Further Reading

1.0   INTRODUCTION

By now, you should have read the Course Guide, which is part of your instructional package for this course. If you have not, please ensure that you read the Course Guide before reading your study materials as it provides a comprehensive outline of the materials you will cover on a unit to unit basis, starting with the topic you are about to study: The Aetiology of Behaviour Problem. This unit examines the meaning and concept of behaviour problem. Let us examine what you should learn in this unit as specified in the objectives below.

2.0   OBJECTIVES

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

•   explain what is meant by the term behaviour
•   define the concept of socialisation
•   explain the concept of behaviour problem.

3.0   MAIN CONTENT

3.1   The Term Behaviour

Behaviour is any activity that can be observed, measured and recorded. What a child does, he does for a reason. Behaviour is the result of the action between environment and the child's growing self. Dennis Child (1977:1) sees behaviour to include all those aspects of human activity, which we can observe. He does not, however, exclude behaviours that are not observable; hence, he went further to involve personal experience that can only be studied by asking individuals to express their 'feelings and thoughts' as part of behaviour. An aetiological approach to something is the search for causes.

3.2   The Concept of Socialisation

The learning theorists' you are familiar with in your course on **Psychology of Learning** such as Thorndike, Skinner, Pavlov, and Kohler general belief is that social behaviour has to be acquired, it is not there at birth; it develops through socialisation.

SELF ASSESSMENT EXERCISE 1

How do parents influence their children to behave the way they want?

Socialisation is concerned with how parents influence their children to develop socially appropriate modes of thoughts, feeling, and behaviour. Potentially, almost everything parents do or say has some direct or indirect influence on the child's socialisation. However, because it is parents' assigned responsibility to transmit societal values, standards, and rules of conduct to the child, because they have considerable powers of influence at their disposal, and because parents often make deliberate efforts to train the child. Developmental psychologists such as Bandura (1969), Blakemore *et al.* (1981) and Galloway *et al.* (1982) have been concerned primarily with the influence parents exert using persuasion and discipline techniques, which are intended to **modify** the child's subsequent behaviour.

Therefore, socialisation is the process of growing up into a human being, a process that necessitates contact with other people. It is through this process that the growing child acquires language and standards of the social group into which he was born. All human beings, except those born with severe handicaps, have the inborn capacity to become fully mature members of society but in order for this capacity to be realised, the child has to have adequate social relationship with others (Alhassan,

2000). It is important for you to note that social behaviour in human is not inborn. In a very important sense, we have to learn to be human beings.

SELF ASSESSMENT EXERCISE 2

What is socialisation?

3.3   Concept of Behaviour Problem

The literature parades common concepts used interchangeably, though all have the same implications such as 'behaviour problem', 'behaviour disorders', 'abnormal behaviour', or 'maladjustments', 'emotional disorders' or 'emotional disturbances'.

Clinnard (1994) explained that behaviour problem is behaviour that digresses from what the majority approves of or a variation from a normal behaviour. There is no absolute definition of a behaviour problem. The definition is a function of the social environment and thus relative to the cultural, historical, and social setting in which an individual emits a given behaviour. If the behaviour conforms to the prevailing consensual form, it is considered normal, if it deviates from this norm, it is deviant. In a given society, at any given time in history, the members of that society have fairly explicit expectations for the role- or appropriate behaviour of a child. These expectations are a function of the child's age, and they vary depending on his sex, position in birth order, and the social status of his family.

With these points in mind, it is possible to propose the following definition of behaviour problems, as when a child emits behaviour that deviates from a discretionary and relative social norm in that it occurs with a frequency or intensity that authoritative adults in the child's environment judge, under the circumstances, to be either too high or too low.

Gardner (1988) explained that in a child, any behaviour is generally viewed as what he does and accomplishes; how he relates to others, what he reports about his emotional experiences, how he approaches a learning task, how he performs in a competitive situation and how he uses covert cognitive behaviours to influence other behaviours.

A behaviour problem is thus any consistent discrepancy between what is expected of a child in an academic and social areas and what he does in these various areas. Hurlock (1989) termed it misbehaviour and warned that there is reason for serious concern when the number and seriousness of the child's behaviour problem deviate either above or below the norm

for his age and not group. Her list of behaviour problem included lying, cheating, stealing, destructiveness, truancy, willful disobedience and vandalism.

In a study that employed the survey method to unravel most persistent behaviour problems that pupils manifest in schools, Alhassan (1999) similarly identified the following as indicated below:

Types of Behaviour Problems Manifested by Pupils

i.   Damages class furniture
ii.   Spits on floor
iii.   Quarrelsomeness
iv.   Rudeness
v.   Vandalism
vi.   Aggression
vii.   Mimics other pupil
viii.   Shouts at teacher
ix.   Disobedience
x.   Fighting
xi.   Verbal abuse
xii.   Interfering with the work of other children
xiii.   Spits at other pupil
xiv.   Carries on distracting conversation with others
xv.   Disregards of the rights of other children.

SELF ASSESSMENT EXERCISE

Define behaviour problem in your own words.

4.0   CONCLUSION

This unit has examined behaviour as any activity that can be observed, measured and recorded. It is the result of the action between the environment and the child growing self. This unit also discussed the concept of socialisation as a way by which parents influence their children to develop socially appropriate modes of thoughts, feeling, and behaviour. The concept of behaviour problem was explained as the behaviour that digresses from what the majority approves of or a variation from a normal behaviour. Some behaviour problems manifested by pupils were also outlined.

5.0   SUMMARY

In this unit, you have learnt the meaning of the term behaviour and some descriptions of the concept of socialisation and the explanation of behaviour problem.

6.0   TUTOR-MARKED ASSIGNMENT

i.   What do you understand by the term behaviour?
ii.   What is socialisation?
iii.   Explain the concept of behaviour problem citing six (6) examples.

7.0   REFERENCES/FURTHER READING

Alhassan, A. B. (1993). The Management of Misbehaviour in Schools. *In: Ife Psychology IA. An International Journal*. Vol.1., No.2, Ife Centre for Psychological Studies. 69 – 77.

Alhassan, A. B. (1999). 'Teacher's List of and Reactions to Behaviour Problems: A Preliminary Report' *In: The Nigerian Teacher Today. A Journal of Teacher Education Published by The National Commission for Colleges of Education,* Kaduna. Vol. 7 No. 1, pp 91 – 97.

Alhassan, A. B. (2000). *Understanding Educational Psychology*. Zaria, Nigeria: Tamaza Publishing Company.

Alhassan, A. B. (2009). *Concepts in Psychology. .*

Bandura, A. (1969). *Principles of Behaviour Modification*. New York: Holt, Rinehart & Winston.

Blackmore, K & Cooksey, B. (1981). *A Sociology of Education for Africa*. London: George Allen & Unwin.

Clinnard, M. B. (1994). *Sociology of Deviant Behaviour*. New York: Holt, Rinehart and Winston Inc.

Fennichel, O. (1985). *The Psychoanalytic Theory of Neurosis*. New York: Norton.

Galloway, D., Boswell, K. & Green, K. (1982). 'Satisfaction   with Teaching' *In: National Education*, 64, 206 – 213.

Gardner, W. I. (1988). *Children with Learning and Behaviour Problems*. Allyn and Bacon Inc.

Hurlock, E. B. (1989). *Child Development*. New York: Mc Graw Hill Book Company.

UNIT 2   THEORIES OF BEHAVIOUR

CONTENTS

1.0   Introduction
2.0   Objectives
3.0   Main Content
            3.1   The Psychoanalytic Theory
            3.2   The Adlerian Theory
            3.3   Social Learning Theory
4.0   Conclusion
5.0   Summary
6.0   Tutor-Marked Assignment
7.0   References/Further Reading

1.0   INTRODUCTION

In unit 1, we explained the term behaviour and explained the concept of socialisation. You have similarly learnt what is meant by behaviour problem. The unit also introduced you to other units in this course material.

In this unit, we shall examine the theories of behaviour.

2.0   OBJECTIVES

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

- describe the psychoanalytic theory
- explain how the Adlerians recognise man
- describe what we must recognise in dealing with the difficult and disturbing child
- explain the effect of the child's early experiences on adjustment and maladjustment.

3.0   MAIN CONTENT

3.1   The Psychoanalytic Theory

Essentially, the explanation of behaviour problem according to psychoanalysts was sought in analysis of the unconscious mind, which consists of a world of inner feelings that are unlikely to be subject to recall at will. Sigmund Freud – the Viennese physician (1856 – 1939) is the father of this school of thought of psychology.

The position of the psychoanalysts is that much of the adults' behaviour owes its form and intensity to certain instinctive drives and to early reactions to parents and siblings. They stress the vital role of early childhood experiences in determining certain patterns of behaviour in the adult. The psychoanalytic theory maintains that unless the basic drives for the need for food, warmth, love, and security are gratified during early interactions, a child will leave infancy with a certain degree of fixation or conflict with the resultant behaviour problem.

It is important for you to note that the two variables that mark disturbed behaviour are fixation at early stage of development and regression to an infantile stage during periods of stress. According to psychoanalysts, the development process consists of a series of fixed stages, which every child passed, in sequential order. Personality progresses from the oral stage to the anal, to the phallic and to the latency stage in childhood. The experiences that occur during each period are believed to affect an individual's character traits manifested through life.

SELF ASSESSMENT EXERCISE 1

List the basic drives that children would want satisfied or met to avoid behaviour problem.

Freud noted that sometimes individuals never lose their desire for a particular kind of gratification, such as oral stimulation. When this happens, such people are said to be fixated at the stage in which that kind of pleasure is sought. Such people might engage in behaviours that give direct oral stimulation, such as smoking or chewing gum, or might symbolically pursue oral gratification. For example, he might want to acquire lots of money or knowledge, which may be compared to taking in nourishment through the mouth during the oral stage. A person fixated on the pleasure retaining faeces might be extremely sloppy, late and disorganised as adult. Such a person might also be miserly, withholding money as if he withheld faeces like a child. Table 1 indicates the kind of behaviours or characteristics that are associated with oral, anal, phallic fixations. Thus, the concept of fixation was Freud's way of explaining how important psychological characteristics and individual differences are in personality development.

Table 1: Characteristics (behaviours) Associated with Fixations at Freudian Stages of Development

Stage	Period	Characteristics
Oral	0 – 1 year	Optimistic Dependent Generous Demanding Sarcastic
Anal	1 -3 years	Orderly Frugal Punctual Obstinate Rebellious Stingy
Phallic	3 – 5 years	Proud Self-assured Vain Timid Bashful

Source: Fenichel (1985) (adapted)

Freud proposed that once the phallic stage is over, there is a long, quiet period of psychological development in which no major unconscious drives press the ego for satisfaction. This period is called latency period, as it extends through late childhood to puberty. During this time, children may learn a good deal about the world around them, other people, their own skills, capacities, and interests.

SELF ASSESSMENT EXERCISE 2

What causes fixation?

According to Freud, when the child is extremely frustrated in the pursuit of a pleasure, or over satisfied, he may become fixated. The child then becomes continuously concerned with obtaining the pleasure, and this concern becomes an enduring personality characteristic.

Psychoanalysts have shown that many social phenomena can be understood only when viewed in the light of the oedipal complex that produces significant manifestation in almost every sphere of human activity. For instance, Freud theorised that a child between the ages of three and five develops an increased affection for the parent of his opposite sex. The typical boy views the mother as a desirable love object that he wants to possess exclusively. The girl similarly yearns to possess her father (electra complex). However, the child recognises that he/she has been won in this competition by the like-sexed parent. The boy's

father has been the winner in the contest for the mother's sexual attention and the girl's mother has been the winner in the competition for the father's love.

To resolve this problem of yearning for the opposite sex parents, the normal child in Freud's system seeks to acquire the characteristics of the winner. This means that the boy identifies with his father and seeks to adopt his father's traits; the traits of masculinity. Similarly, the girl identifies with the mother and tries to behave in those feminine ways that apparently have made her mother successfully attractive. If the process of resolving the parent-love conflicts goes away, the child apparently will not achieve a proper resolution of the conflict he/she faced in middle childhood. This will later on result in inappropriate behaviour at home and more importantly in social interactions at school.

3.2   The Adlerian Theory

The Adlerian theorists called after Alfred Adler (Australian Psychiatrist 1870 – 1937) saw behaviour in terms of the individual's perception of his own particular situation. It is important for you to note that the Adlerian theory regards man as relatively free in determining his own behaviour, although he is also a product of external influences and capable of making his own decisions and engaging in activities that enable him to pursue his goals.

The Adlerian recognises man as being essentially a social being and believes that actions and movements are directed toward a goal. All behaviour has social meaning and can best be understood when seen in the context of the child's social setting, be it the family, the class, peers, or and some other groups. In addition, the behaviour patterns and conceptions of right and wrong of others and the society learned by the school and other social settings. Outside the home, the child encounters children from other homes who are different from him in behaviour patterns.

SELF ASSESSMENT EXERCISE 2

i.   Outline any three decisions you have taken and corresponding three activities you have embarked upon in relation to your B. A. Primary Education programme in NOUN.

The ability of the child to adjust and accommodate others depends on his socialisation pattern at home. If parents are deficient in the qualities and elements that enhance the development of a well-adjusted individual, then the children will be maladjusted inside and outside the home (Ukpong, 1995).

It is imperative for you to remember that man is understood only in terms of his phenomenological field; the world and self as experienced by the individual at the instant of action. It is more important to know how the child sees the situation or feels about it than to know what has objectively occurred. It is assumed that the child's behaviour can be understood and makes sense only in terms of the way in which he subjectively views the world. Thus, the child has the capacity to interpret and assign meaning to events that occur around him. According to the Adlerian, although a child's behaviour may appear inappropriate, the child himself believes that this is the most effective way for him to behave at that time. The Adlerians believe that the child's first experiences came as the child observes and accumulates experiences from members of his family and develops certain attitudes and convictions. His basic pattern of activity is established early in life and is difficult to change. Adlerians proposed that in dealing with the difficult and disturbing child that manifests the behaviour problems listed in unit 1, it is important to recognise:

1.   The family constellation, that essentially refers to the child's psychological response and his evaluation of position among his siblings. Studies, for example Nwachukwu (1989) and Onyenekwe, (1993) indicated that children separated from their natural parents, especially their mothers are prone to display abnormal emotional behaviours. In this connection, Lewin (1957) reported that children most closely identified with their fathers i.e. mother absent homes, displayed aggressiveness in 'doll play sessions'. Similarly, Orutu (1994) states that any sizeable break in a child's relationship with his mother from 6 months to 5 years may adversely affect the child's personality development, particularly, the ability to socialise with people.

        It is noteworthy for you to remember Akang (1982) who reported that in a bid to exercise authority and execute discipline single-handed, the single parent might unguardedly adopt the authoritarian child- rearing techniques. This child- rearing approach is known to create fear, confusion, anxiety and insecurity in the children – traits that are likely to be manifested in and out of school

2.   The social attitudes within the family that influence the attitudes a child eventually develops

3.   The child's goals of the misbehaviour which Dreukurs (1957) formulated as:

a.   Attention- getting
b.   Power
c.   Revenge or the desire to retaliate
d.   The display of real or imagined inadequacy and inferiority.

It is important to note that the overwhelming moral suggestion in Adlerian writing is that cooperation is 'good' and competition is 'bad'. In addition, most recent literature in psychology emphasises cooperative learning method because competitive learning encourages cheating, stealing, and so on. The family provides the matrix within which the child is moulded and background against which much of his most intense personal life is enacted. It is the primary institution that teaches the basic psychological and social lessons to the young child and it supplies him with his initial models for appropriate and effective behaviour. It may not be surprising; therefore, to find that a home that fails to make the important contributions leads to poor personal and social adjustments in the child both at home and in school.

Pringle (1975) acknowledged the saying that 'there are no problem children, only problem parents'. From this, it shows that it is parents' behaviour that causes problems in their children. The obvious implication of this is reflected in the patterns of parenting and their outcome on children's behaviour. Blanchard and Paynter (1977) reported the interrelations of the child's behaviour problems and the parents' deficiencies when they found that 65 – 75% of children with behaviour difficulties in their sample were from homes in which the parental training was markedly at faults in some respect. They identified the faults as harsh disciplinary measures, inconsistency, and over-indulgence which all have their bad effects on character formation.

Tilson (1989) summarised the most common undesirable parental practices as disagreement of parents on discipline, friction between parents, nagging the child and comparing him unfavorably with other children, lax or inconsistent discipline, lack of sense of responsibility for training the child, tension between mother and child, waiting on the child too much and bribing and deceiving the child. Other attitudes of parents that may be associated with adjustment are the presence of a stepmother, drunkenness, illegitimacy, and lack of adequate facilities for recreation.

SELF ASSESSMENT EXERCISE 3

State the Adlerians' Proposals.

3.3   Social Learning Theory

Learning theory explanations of adjustment and maladjustment are based on an environmental view of determinism, but emphasis is on how certain tendencies have been shaped by reinforcement rather than by fixation or the influence of unconscious memories. It is important for you to note that the social learning theorists put special emphasis on experiences stemming from the early dependency of the child.

Let us cite an example to ensure your understanding. Biehler (1998) states that compulsiveness in a 10-year old might be explained by the hypothesis that parents frequently rewarded tendencies toward neatness early in life, particularly when the child was dependent on them and eager for their approval. An older child's excessive concern about neatness might be explained as an effort on his part to re-experience the pleasurable sensations associated with early praise, which in turn was associated with satisfaction of physiological needs such as hunger.

Wolf (1986) points out that many undesirable types of behaviour are retained even though they may be unrewarding or actually detrimental. Wolf argues that one reason for such inconsistencies is that man is not only a learning creature but also a thinking creature. Human beings are influenced not only by firsthand experiences but also by secondhand experiences, such as observations of the behaviour of others or information acquired by listening to others or by reading books.

Hans Eysenck (1970) has formulated a theory that suggests that through genetic endowment some individuals are born with central and autonomic nervous system, which affect their ability to learn from, or more properly to condition to, environmental stimuli. It is this conditionality that, in turn set patterns of behaviour that define the individual's personality. It is relevant for you to remember that the main point in Eysenck's theory, as far-as-antisocial behaviour is concerned, is that children learn to control bad behaviour through the development of a 'conscience.' This conscience, Eysenck argues, is a set of conditioned emotional responses to environmental events associated with (that is conditioned to) antisocial behaviour.

Let us cite an example: when a misbehaving child is being reprimanded by an adult, the fear and pain this brings is associated with the antisocial act, thereby making the behaviour less likely to recur in the future and so the process of socialisation (which we explained in unit 1) is underway. According to Eysenck, the speed and efficiency of the individual's socialisation are related to that person's personality. Eysenck has defined two dimensions:

i.   extraversion/introversion, and
ii.   neuroticism/stability.

According to Eysenck, both are crucial to the development of a conscience. The theory predicts that certain personality characteristics specifically high extraversion and high neuroticism are related to less efficient conditionality.. Individuals who display these specific personality traits are predicted to be less socialised and more likely to be antisocial (Eysenck and Gudjonsson, 1989).

SELF ASSESSMENT EXERCISE 4

State your view of Wolf's statement

What are the emphases of social learning theorists?

4.0   CONCLUSION

In this unit, you have learnt about the various theories of behaviour. The psychoanalysts posit that much of the adult's behaviour owes its form and intensity to certain instinctive drives and to early reactions to parents and siblings. The Adherian theory regards man as relatively free in determining his own behaviour, although he is also a product of external influences and capable of making his own decisions and engaging in activities that enable how to pursue his goals. The social learning theorist explained the concepts of adjustment and maladjustment as based on how certain tendencies have been shaped by reinforcement rather than fixation or the influence of unconscious memories.

5.0   SUMMARY

In this unit, you have learnt how the Adlerians recognise man. In addition, we explained the Adlerian theory. You have also learnt what should be recognised in dealing with the difficult and disturbing child. In addition, you learnt learning theory explanations of adjustment and maladjustment.

6.0   TUTOR-MARKED ASSIGNMENT

'There are no problem children, only problem parents'. Explain this statement in your own words.

7.0 REFERENCES/FURTHER READING

Akang, E. U. (1982). The Effect of Family Types on Adolescent Adjustment. Unpublished M.Ed. Thesis, University of Ibadan.

Biehler, R. F. (1998). 'Companion Choice Behaviour in the Kindergarten' *Child Development* 25, 45 – 51.

Blanchard, P., & Paynter, R. (1977). *Changing the Child's Behaviour*. American National Committee for Mental Hygiene.

Dreukurs, R. (1957) . *Psychology in the Classroom*. New York: Harper & Row Publisher Inc.

Eysenck, H. J. (1970). *The Structure of Human Personality*. London: Methuen.

Eysenck, H. J. & Gudjonsson, G. H. (1989). *The Causes and Cures of Criminality*. New York: Plenum.

Lewin, S. (1957). Infantile Experience and Resistance to Physiological Stress. *Sciences*, 126, 405.

Nwachukwu, D. N. (1989). 'Self-Concept Development in Children through Literature'. *In:* Uba, A. (Ed.) *Nigerian Journal of Counselling and Development.*

Onyenekwe, L. (1993). *Single Mother Homes*. Daily Survey. August 11.

Orutu, P. W. (1994).Influence, Paternal Care on Personality. Term Paper on Personality Development and Social Adjustment. University of Calabar.

Pringle, M. L. (1975). *The Needs of Children*. London: Hutchinson and Coy.

Tilson, L. S. (1989). *Disruptive Pupils in Schools and Units*. New York: Wiley.

Wolf, D. (1986). A Parent Administered Programme to Reduce Children's Misbehaviour. *Journal of Applied Behaviour Analysis*, pp 19, 257 – 268.

UNIT 3   THE HUMANISTIC VIEW OF BEHAVIOUR PROBLEM

CONTENTS

1.0   INTRODUCTION

In unit 2, we explained how the Adlerians recognise man. You have similarly learnt what must be recognised in dealing with the difficult and disturbing child. In addition, you have learnt the effect of the child's early experiences on adjustment and maladjustment. The unit also served to introduce you to other units in this course material. You can now explain the Adlerian view of man. You are about to study another fascinating unit: The Humanistic View of Maladjustment. Let us look at what other content you should learn in this unit as specified in the unit's objectives.

2.0   OBJECTIVES

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

•   define the concept of motivation
•   explain the nature of human motivation
•   describe Maslow's hierarchy of needs
•   outline the implications of Maslow's theory.

3.0   MAIN CONTENT

3.1   The Concept of Motivation

Travers (1986:204) posits that it is doubtful if any topic is more important to teachers than that of motivation. Most classroom problems such as those of discipline, learning and failure could be resolved if teachers knew more about the issue of motivation and acted upon their knowledge. What then is motivation? This is a vital factor in human

learning and behaviour. Motivation is the energising and maintenance of goal-directed human behaviour (Alhassan, 1983). Motives are needs and desires that the goal –directed behaviour attempts to satisfy.

There are certain instances when one is more predisposed to act in a certain way rather than in another way. Often times, this is attributed to what is called motivation. Generally, motivation referred to the phenomena involved in the operation of drives, incentives and motives.

Atkinson (1964) defines motivation as the arousal of tendency that acts to produce one or more effects. Maslow (1943) has advanced the theory of hierarchy of needs and as he puts it, motivation is constant, never-ending, fluctuating, and complex and that it is an almost universal characteristic of particularly every organismic state of affairs.

Since people behave in different ways even in the same situation, there is no satisfactory explanation to why people behave the way they do. Most behaviours are motivated, that is, they are goal-directed, for example, seeking food, wealth, prestige, academic achievements, and so on.

SELF ASSESSMENT EXERCISE 2

i.   Itemise any five (5) goal-directed behaviours you manifested in the last six (6) days.
ii.   Define the term motivation.

The behaviours you identified are products of thoughtful actions and careful planning. Hence, the child does not move in a haphazard way. His behaviour is directed towards a specific goal, which he sets for himself. Furthermore, other types that are neither impulsive nor goal-directed, but are perfected by our habits. It is generally recognised that since there are different types of behaviour, there should be different ways of explaining them. Motivation involves all types of behaviour and it is therefore difficult to find one theory that would give sufficient explanation to all types.

3.2   The Nature of Human Motivation

Maslow (1968:190) suggests that 'we have, each one of us, an essential inner nature which is instinctual, intrinsic, given, 'natural', that is, with an appreciable hereditary determinant, and which tends strongly to persist'. This inner nature is shaped by experiences and interactions with others, but it is also self-created. As Maslow puts it, 'Every person is, in part, 'his own project' and himself' (p. 199).
Consequent upon the fact that individuals are unique and make themselves, Maslow submitted that they should be allowed to make

many of their own choices. This implies that parents and teachers should have faith in children. He further argued that the best way to help a child grow is to take into account the nature of human motivation.

3.3   Maslow's Hierarchy of Needs

Maslow hypothesised that a number of competing needs that can be arranged in a hierarchy motivates human behaviour. It is important for you to note that this **hierarchy of needs** is a systematic listing of needs in priority order, such that needs further up the hierarchy can be met only after more needs that are basic have been satisfied. The more basic needs are **deficiency needs** – needs that must be satisfied for survival. The needs at the very top are **growth needs** – needs that enhance the person's psychological functioning (see Figure I).
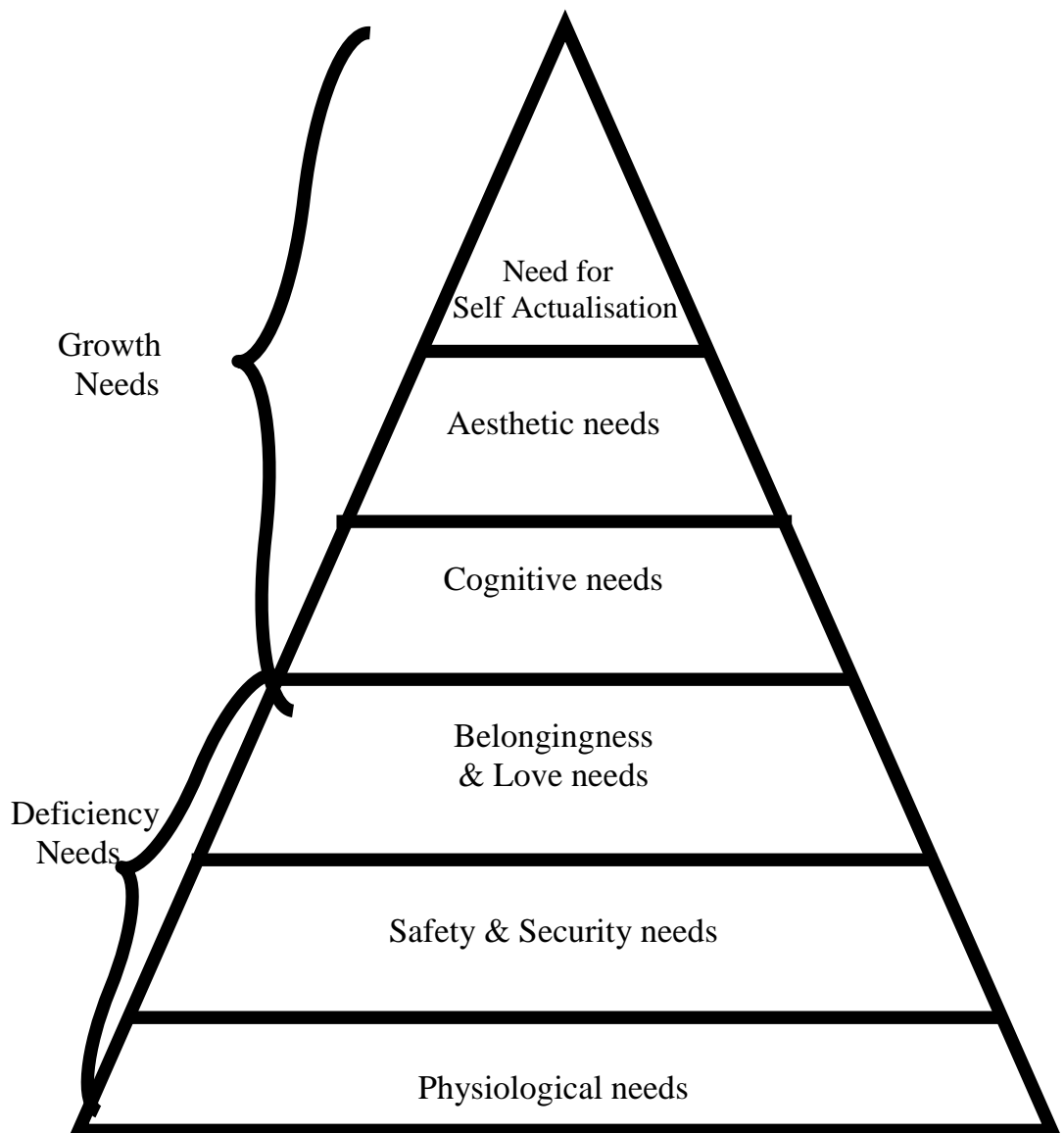
Growth Needs

Need for
Self Actualisation

Aesthetic needs

Cognitive needs

Belongingness
& Love needs

Deficiency Needs

Safety & Security needs

Physiological needs

Fig. I: The Hierarchy of Needs (Maslow, 1970).

Let us explain in more detail the six basic needs:

i.   **Physiological needs:** At the lowest level of the hierarchy are physiological needs such as hunger, sex, maternal behaviour, and various sensory pleasures (that is of the senses, e.g. taste). These needs are of remarkable importance essentially because they are the most prepotent of all man's needs and, if unsatisfied, dominate all activity.

ii.   **Safety needs:** These are almost as dominating as the physiological needs. These are illustrated by a child's reaction to noise and light and it generally reflect man's need for a safe, orderly predictable world. It includes the need for shelter, clothing and freedom from fear of personal danger; many parents in Nigeria satisfy the safety need for children. A substantial percentage of parents do not. This generates a severe obligation for other agencies of society particularly the school. Today in Nigeria, both child and adult safety needs are often threatened by societal violence, avoidable communal violence, and state-of-the-art armed robbery incidence.

iii.   **Belongingness and love needs:** Travers (1986:206) writes that if the physiological and safety needs are met, the need for love, affection, and belongingness emerges. The individual begins to look to others for satisfaction, both to give and to receive. The educational implications of this need seem obvious: children must feel wanted and experience a sense of affection towards and from the teacher. Remember that children need and want discipline as much as they require love and affection. It is important for you to note that the child's needs for love, acceptance, security, achievement, and status development are satisfied only as he interacts successfully with others.

iv.   **Esteem needs:** These are the needs of being worthwhile and capable of contributing to the society. Real self-respect is based upon achievement, and the esteem needs founded upon actual achievement, manifest themselves in a feeling of confidence and a corresponding desire for recognition by others. Self-esteem is the need to maintain a perception of oneself as a generally competent, strong, independent person. The need for other esteem is the desire to have a good reputation and to obtain recognition and status. Failure to satisfy the esteem needs is likely to lead to feeling of incompetence, helplessness, and inferiority. It is important for you to note that the lesson for educators seem obvious. Teachers must ensure that the task are such that the pupils/students can satisfactorily complete them, thus ensuring

goal achievement and a growing confidence in self and recognition by peers. How the child feels about his ability to cope with tasks assigned to him has an important bearing on his success in those tasks. Davidson and Lange (1960) found that children's perceptions of their teacher's feelings toward them had a positive, significant relation to their self-perception.

v.   **Aesthetic needs**: When all the deficiency needs are regularly satisfied, the **growth needs**, including the cognitive needs for understanding and knowledge, and the aesthetic needs for order and beauty, become dominant motivators. The aesthetic needs are the needs in which one finally comes to a deep understanding of the world and the purpose of life and feel a part of the cosmos. Satisfaction of these needs moves the individual to a higher state of psychological functioning and makes him a more effective person.

vi.   **Self-actualisation needs:** The very highest need, the capstone of Maslow's hierarchy is the need for self-actualisation. It is a need that one needs to attain all higher capacities, fulfill his potentials, and become the best in which one enjoys the experience of creativity and the joy of personal success.
       The self-actualising person referred to by Maslow as the fully human person, is constantly striving to achieve higher and higher levels of personal growth. He is non-defensive, open to experience, spontaneous, problem-oriented, and largely autonomous from the environment (Mittelman, 1995).

It is important to note that children whose deficiency needs are not satisfied are very likely to develop one or more of the behaviour problem identified earlier on. Children whose deficiency needs are well satisfied should be given freedom of choice. This is what Maslow means when he urges parents and teachers to help children grow.

Children's personal-social needs for affection, belonging, acceptance, security, and recognition must be met if children are to succeed in achieving their potential. A number of children perform inadequately in school because the teacher does not understand their personal-social needs. How the child feels about his ability to cope with tasks assigned to him has an important bearing on his success in those tasks.

Davidson and Lange (1960) found that children's perceptions of their teacher's feelings toward them have a positive significant relation to their self-perception. Remember that the child's need for love, acceptance, security, achievement, and status development are satisfied only as he interacts successfully with others. As he experiences satisfaction in his encounters in the social world, receives recognition for achievement, and is regarded by his teacher as an individual of

worth, he is able to accept himself and others. It is now relevant for us to consider some implications of Maslow's theory.

SELF ASSESSMENT EXERCISE 3

Discuss Maslow's hierarchy of needs.

3.4   Implications of Maslow's Theory

For the teacher of young children, the implications of Maslow's theory are numerous; one important implication is that the teacher must take responsibility for ensuring that the lower-level needs of children are satisfied so that they will be more likely to function at higher levels. Not until children are physically comfortable, fed, safe and relaxed, have a sense of belonging and experience self-esteem are they likely to be interested in satisfying the need to understand and know.

To the extent that the child is not inhibited by fear, he feels safe enough to dare, explore, and to experiment.

The child must feel safe and self-accepting to interact with his environment. If he is free to select those experiences, which bring him delight, he will return to them repeatedly up to the point of repletion, satiation, or boredom. The teacher or adult must recognise the signals that show that he is ready to move on to more complexes, richer experiences and accomplishment.

As the child experiences success, it is evident that not only is he progressing, but also gaining confidence and his actions speak loudly. By-products of success in new ventures are feelings of capability, mastery, self-trust, and self-esteem.

In the unending series of choices life demands, the choice generally will be made in terms of the extent to which the delights of developing an anxieties of safety outweigh the anxieties of development and the security of safety. Only the child who is secure in that his safety needs have been met will be so bold as to venture new risks.

In order to make his choice in terms of desires and growing personality, a child must be permitted to retain the experiences of delight and boredom as the criteria of the correct choice. If the choice is truly a free one, and if the child is not inhibited by trying to please another person, we may expect him ordinarily to choose progression forward.

4.0   CONCLUSION

In this unit, you have learnt the concept of motivation as the most important topic to teachers. Motivation is a vital factor in human learning and behaviour. This unit also discussed the nature of human

motivation. The Maslow's hierarchy of needs, a systematic listing of needs in order of priority was discussed. The important implications of Maslow's theory for child were also outlined.

5.0   SUMMARY

In this unit, you have learnt the concept of motivation. In addition, it also explained the nature of human motivation. You have learnt Maslow's hierarchy of needs and the implications of Maslow's theory generally and particularly for the child in school.

SELF ASSESSMENT EXERCISE 3

i.   From your understanding of the discussion, how will you define Motivation?
ii.   What is Maslow's hierarchy of needs?
iii.   Briefly explain the first two.

7.0   REFERENCES/FURTHER READING

Alhassan, A. B. (1983). Environment and Education of the Child. *In: Early Childhood Education Report* Zaria: Institute of Education, Ahmadu Bello University, Zaria, pp 449 – 463.

Atkinson, J. (1964). *An Introduction to Motivation.* Princeton, New Jersey: Van Mostrand.

Davidson, S. & Lange, R. (1960). *Dynamic Psychology*. New York: Appleton.

Maslow, A. (1943). *Hierarchy of Needs*. New York: Harper & Row.

Maslow, A. (1968). *Toward a Psychology of Being*. Princeton, New Jersey: Van Mostrand.

Maslow, A. (1970). 'A Theory of Human Motivation'. *In: Psychological Review*, 50, 370, 396.

Mittelman, P. (1995). *What Education has to Learn from Psychology. University of California Publications of Psychology.*

Travers, J. (1986). *Fundamentals of Educational Psychology*. Scranton, Pennsylvania: International Textbook Company.

UNIT 4   POTENT FACTORS IN BEHAVIOUR PROBLEM

CONTENTS

1.0   Introduction
2.0   Objectives
3.0   Main Content
      3.1   Life-Space and Behaviour
      3.2   Self-Concept and Behaviour
      3.3   Discouragement and Behaviour
      3.4   Reality Approach and Behaviour
4.0   Conclusion
5.0   Summary
6.0   Tutor-Marked Assignment
7.0   References/Further Reading

1.0   INTRODUCTION

In unit 3, we defined the concept of motivation. You have similarly learnt the nature of human motivations. In addition, you have learnt the description of Maslow's hierarchy of needs. The unit also served to introduce you to other units in this course material. You can now make an outline of the implications of Maslow's theory. You are about to study an interesting unit: Potent Factors in Behaviour Problem.

OBJECTIVES

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

- define the term life-space in relation to behaviour
- explain the term self-concept and behaviour
- describe discouragement in relation to behaviour
- explain reality approach in the context of behaviour.

3.0   MAIN CONTENT

3.1   Life-Space and Behaviour

Kurt Lewin (1890 – 1947) was a German-American psychologist who developed a favourite way of viewing a child's behaviour. This he did by plotting behaviour visually as a map of the child's life-space. What does he mean by life-space? By the term life-space, he meant all the different forces influencing the child's thought processes at the moment the child is making a decision about how to act.
Amongst these forces are pertinent memories of the past that the child brings to bear on the incident, the child's physical state at the time (for

example, degree of hunger or fatigue), and whatever the child is perceiving at the moment in the environment. Inevitably, some of these forces push the child to act one way, and some push him to act another way. The child's final decision is the result of the stronger collection of forces winning out over the weaker collection.

SELF ASSESSMENT EXERCISE 1

If you are to embrace Lewin's view, what will be your suggestion with respect to behaviour problem in the classroom?

The Lewinian perspective to behaviour problem is to be viewed with reference to the particular child, and his physical and psychological environment. The next section examines other potent factors in behaviour problem.

3.2   Self Concept and Behaviour

Erikson (1963) points out that children gain their first experience with life outside the home when they enter school. In the classroom, they get their first taste of what will be a critical part of their lives, applying themselves to given skills and tasks which go far beyond the mere playful expression of organ modes or the pleasure in the function of limbs. That is, children learn that they need to work and 'to win recognition by producing things.'

It is important for you to note that a child whose efforts in school are successful will develop a sense of industry. Erikson notes, 'This is socially a most decisive stage' since industry involves doing things beside and with others, a first sense of division of labour and of differential opportunity, that is a sense of the technological ethos of the culture develops at this time'. Remember that a child who does not do well in school, has no confidence in being able to do things 'beside and with others', and fails to achieve any status with peers will develop a sense of inadequacy and inferiority.

Nwachukwu (1989) defines self concept as a reflection of who the individual is and what he thinks about himself in three dimensions.

i.   'Self as seen by me',
ii.   'Self as seen by others, and
iii.   'The ideal self'.

Hansen (1992) and Corey (1994) posits that, where discrepancy exists between how an individual sees himself or how he would like to become

(ideal self) and the reality of his performance or achievement in whatever endeavour, might result in psychological maladjustment.

According to Gerow (1986), maladaptive behaviours stem from maladaptive cognitions, which, in most cases, are simply unrealistic beliefs about one's self and one's environment. Further, Beck in Gerow (1986) argues that people with psychological disorders tend to have very negative self-image. For Rogers (1989), most of the ways of behaving which an organism adopts are those, which are consistent with the concept of the self. Rogers made several postulates, one of which states that; psychological adjustment exists when the concept of self is at least roughly congruent with all the experiences of the organism. The obvious implication of this is that where experiences are in conflict with the concept of self, they are likely to result in maladaptive behaviours of defences, some of which might be in conflict with the rules and regulations of the school system or even with the societal law.

Alhassan (1993) states that as the child's self concept is formed, it begins to influence his behaviour; warm, friendly, expectation to succeed or cold, hostile, and anticipating rejection. Olowu (1983) observed that family variables such as parent's characteristics, values and self-acceptance are relevant to children's self-concepts. while Salawu (1991) observed that the amount of time a child spends with a person is one of the chief determinants of how significant that child will be in his life and how much influence his attitudes, values and behaviour will have on one's behaviour and on attitude toward self.

The school, with its teachers and counsellors, is in an enviable position to help children to acquire a positive self-concept that will serve as an enduring shock absorber for the buffets of life. The child attains ideas, attitudes, opinions, and values by learning – either by conscious commitment or by a form of conditioning. The school can therefore, aid the child in self-evaluation by encouraging healthy perceptions of his environment. This is done by providing experiences that lead to success and pleasure, thus inspiring him to see his environment as friendly, and not hostile.

SELF ASSESSMENT EXERCISE 2

Do you think the school is well positioned to help children acquire positive self-concept? Explain your answer.

3.3   Discouragement and Behaviour

A most potent factor that underlies most misbehaviour is discouragement (Dreikurs, 1957). Children whose morale is generally good are inclined to do the things that are expected of them provided, of

course, that the expectations are reasonable. If a child's morale is good, he sees some point in trying to learn and to behave in socially acceptable ways. The child who is discouraged, however, may behave in disruptive ways in the classroom because he sees no point in being cooperative and agreeable. This misbehaviour is what Dreikurs called an 'attention-getting' mechanism because it serves the purpose of drawing attention to the child.

It is relevant for you to note that it is quite possible for discouragement to express itself in other ways for example, in reading problems, withdrawing behaviour, or even in attitudes of extreme dependence. Akanbi and Lasisi (1984) write that pictures make a significant contribution to primary school reading comprehension. Some are able to express their dependence in a charming and attractive way that serves to flatter the teacher's ego. Dreikur's description of their behaviour qualifies to be paraphrased:

> These children follow the teacher's order exactly, tempting her to give them special attention and more than their share of help. Because they are so dependent, they have no initiative of their own, and few teachers bother to get them involved in projects that require them to behave independently. The underlying discouragement of these children is seldom apparent and may appear only when a teacher becomes impatient at the chronic passivity. Such children are actually more discouraged than those who use active-destructive methods to gain the attention of the teacher. The latter can be encouraged to channel their energy into constructive activities, but changing a passive child into an active one is difficult.

It is to be noted that the task of encouraging pupils, either aggressive or passive, and of building up their sense of adequacy and optimism (morale) is not an easy one. As if this is not enough, the school itself often contributes to the child's sense of discouragement by setting perfectionistic standards and by making failure appear disgraceful. Factually, a certain amount of failure is normal in learning only seldom do we achieve complete success the first time we attempt a new task of skill.

The problem of getting parents to develop more supportive attitudes toward their children is even greater. Today, the nation's primary school system has grown and the situations are not likely to be any different substantially. In actuality, some parents display much anxiety when their child is not at the head of his class and become upset at any indication that his performance is anything less than 'perfection'. We shall now

examine reality approach in relation to behaviour particularly among children.

3.4   Reality Approach and Behaviour

The reality approach is a cognitive-behaviour approach developed by William Glasser. Its basic assumption is that the individual has to meet basic psychological needs in order to develop a success identity. These are the need to love and the need to feel that he is worthwhile to himself and to others. If these needs are not met, the child develops a failure identity and hence engages in delinquent and other maladaptive behaviours. According to Glasser (1965),

> … to be worthwhile, we must maintain a satisfactory standards of behaviour. To do so, we must learn to correct ourselves when we do wrong and to credit ourselves when we do right. If we do not evaluate our own behaviour or having evaluated it, if we do not act to improve our conduct where it is below our standards, we will not fulfill our needs to be worthwhile and will suffer as acutely as when we fail to love or be loved.

Responsibility is the process by which a child meets his or her needs for love and self worth without infringing on the right of others. Acting responsibility implies a sense of right and wrong. In order to be responsible, people must be exposed intimately to others who care enough about them both to love and to discipline them.

Reality therapy maintains that a real world exists beyond an individual's subjective view of the world. Such a world consists of facts of everyday living, such as the fact that one does not get everything one wants or desires. A fully functioning individual operates within the constraints of the real world and attempts to meet his needs within those constraints.

4.0   CONCLUSION

This unit discussed the potent factors in behaviour problem. The life-space in relation to behaviour was explained as all the different forces that influence a child's thought processes at the moment the child is making a decision on how to act. This unit also discussed self-concept and behaviour as a reflection of who the individual is and what he thinks in different dimensions. The other two potent factors to behaviour, the discouragement and reality approach were also discussed in detail.

5.0 SUMMARY

In this unit, you have learnt the definition of life-space in relation to behaviour. In addition, we explained self-concept and behaviour. You have also learnt discouragement in relation to behaviour. In addition, we explained reality approach within the context of behaviour.

6.0 TUTOR-MARKED ASSIGNMENT

Within the context of behaviour, distinguish between self-concept and life-space.

7.0 REFERENCES/FURTHER READING

Alhassan, A. B. (1983). Environment and Education of the Child. *In: Early Childhood Education Report*, Institute of Education, Ahmadu Bello University, Zaria. 449 – 463.

Corey, S. M. (1994) . 'Professed Attitudes and Actual Behaviour' *Journal of Educational Psychology*. pp 28, 271-80.

Dreikurs, R. (1957). *Psychology in the Classroom*. New York: Harper and Row Publisher Inc.

Erikson, E. H. (1963). *Childhood and Society*. New York: Norton & Coy.

Gerow, J. R. (1986). *Psychology: An Introduction*. New York: Scott, Foresman & Coy.

Glasser, W. (1965). *Reality Therapy*. New York: Harper and Row.

Hansen, J. C. (1992) . *Counselling, Theory and Practice*. Boston & Allyn.

Nwachukwu, D. N. (1989). 'Self-Concept Development in Children through Literature'. In: A Uba (Ed.) *Nigerian Journal of Counselling and Development*. XV, 72 – 97.

Olowu, S. (1983). 'Teachers and Teaching in Nigeria – a Subjective Viewpoint'. *Teacher Education in New Countries,* pp 10, 26 – 38.

Rogers, C. (1989). *Freedom to Learn*. Columbus: Charles Merrill.

Salawu, A. A. (1991). Relationship between Adolescents' Self-Concept, Perception of Parents' Behaviour and their Academic Achievement. *Unpublished Doctoral Thesis*, University of Ilorin.

UNIT 5   THE SCHOOL AND BEHAVIOUR PROBLEM

CONTENTS

1.0   Introduction
2.0   Objectives
3.0   Main Content
       3.1   Effective Schools and Behaviour Problem
       3.2   Morals, Cognition and Behaviour Problem
4.0   Conclusion
5.0   Summary
6.0   Tutor -Marked Assignment
7.0   References/Further Reading

1.0   INTRODUCTION

In unit 4, we defined the term Life-space in relation to behaviour. You have similarly learnt what is meant by self-concept and behaviour. In addition, you have learnt the description of discouragement in relation to behaviour. The unit also served to introduce you to other units in this course material. You can now explain reality approach within the context of behaviour. You are about to study a more fascinating unit: The School and Behaviour Problem. It is the last unit in Module I.

2.0   OBJECTIVES

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

- explain the term effective school
- describe the teachers behaviour in effective school
- explain morals and cognition as an approach of understanding behaviour problem.

3.0   MAIN CONTENT

3.1   Effective Schools and Behaviour Problem

The school can also be an important factor in understanding behaviour problem. We can see this in some of the research findings on effective schools and persistent absenteeism (Reynolds, 1977: Galloway, 1985, and Alhassan, 1988).

Emotional climates of effective schools are warm and accepting. These schools are happy places where administrators do not rigidly impose rules on teachers and pupils. Such schools are concerned about

discipline and special provisions are made to minimise discipline problems (Stedman, 1987). Rosenshine and Berliner (1978) reported pupils not exhibiting behaviour problem in class (among others) as an indication of effective teaching.

A vital method of perceiving quality of teaching is observable indications of effective teaching indicated by pupil's behaviour as listed below:

Observable Indications of Effective Teaching: Pupils' Behaviour and Performance

i.   Pupils show knowledge and understanding, skill and attitudes intended by the curriculum as measured by performance on tests.
ii.   Pupils exhibit independent behaviour in learning curriculum content.
iii.   Pupils exhibit behaviour, which indicates a positive attitude towards teacher and peers.
iv.   Pupils exhibit behaviour, which indicates a positive attitude towards the curriculum and the school.
v.   Pupils exhibit behaviour, which indicates a positive attitude towards themselves as learners.
vi.   Pupils do not exhibit behaviour problems in class.
vii.   Pupils seem actively engaged in learning academically relevant material while the class is in session.

Rosenshine and Berliner (1978) in a research on teaching have concluded that this indicator, which they described as academic engaged time, is an important factor in school achievement. By academic engaged time, Rosenshine and Berliner mean the amount of time the pupil spends on reading, writing or other activities, which involve the pupil in learning academically relevant material. Time spent on other activities was negatively associated with the pupils' achievement.

Observational studies of teaching suggest that the effective teacher is one who is able to demonstrate the ability to bring about intended learning goals, the two critical dimensions of effective teaching being intent and achievement. Without intent, the pupil's tasks become random and accidental rather than controlled, and the achievement become unpredictable. The achievement of intended learning goals is of great importance because without the achievement of intended learning goals, the teacher cannot truly be called effective.

A number of studies has shown that children and adolescents who spend long periods away from school believe that their teachers are condescending to them and their work. For example, Reid (1985) and

Wickman (1987) comment that there can be little doubt about the type of discipline maintained by the teacher who frowned upon the following as examples of behaviour problem:

* the child whispering when he should be working,
* not putting pens down when told to do so,
* raising hands when standing,
* asking to leave the room when not necessary, and
* talking aloud in the library.

SELF ASSESSMENT EXERCISE 1

Reflect on your classroom experiences as a pupil/teacher in your school days: Make a list of any five (5) examples of behaviour problem.

It is important for you to note that the teacher's behaviour is under the searchlight. If the child's behaviour can be thought of as social behaviour, so the teacher's action in the classroom can be considered in the same way. The teacher's social perception, decision-making, conception of social rules, understanding of the child's behaviour, and social skills interact with those same elements of their pupils' behaviour. Where there is concordance between teacher and pupil then, like the two skilled table tennis players maintaining the flow of their game, successful and mutually reinforcing social exchanges can take place. Conversely, if one player is playing according to the rules of table tennis but the other is playing football, then the result is at best chaos, and at the worst opens conflict.

It is clear from the work of Michael Rutter and his associates (1979) that different schools have different characteristics, which, in turn, promote different rates of behaviour problem. The researchers found a range of organisational factors related to the schools and their operation that were in correlation with pupil conduct. These factors included the degree of emphasis placed on academic matters, the school's system of reward and punishment, the pupil's participation, and Reynolds (1977) and Alhassan (1988) similarly reported responsibility for school activities, and the stability of teaching and peer groups within the school – most of these factors.

In effective schools, pupils know that a good teacher 'cares' and that caring is displayed in overt conduct, such as regular and timely attendance, well-organised lesson plans, reasonably ordered classes, routinely assigned and appropriately graded homework, friendly but authoritative relationships with pupils, purposeful use of class time, and supportive relationships with colleagues.

SELF ASSESSMENT EXERCISE 2

State at least five observable indications of effective teaching.

3.2   Morals, Cognition and Behaviour Problem

Another psychological approach toward understanding behaviour problem in children is one that focuses on the child's cognitive and moral development. This approach is associated with Jean Piaget, Jerome Bruner and Lawrence Kohlberg. Essentially, the way the child perceives, understands, and constructs his world is the thrust of this approach.

According to Piaget, the child actively attempts to make sense of his environment and so adapt to the surroundings. This process of adaptation is guided and directed by the child's cognitive structures or schemas of their environment.

It is important for you to note that, as children mature through distinct developmental stages (that you learnt in the course on Psychology of Learning), so their cognitive structure becomes more and more complex. Essentially, the children cognitive map of the world directs their behaviour. What does this mean? This means that the information from which the map is drawn is of vital importance. Thus, if the child is faced with an inconsistent social world, then the child's schema will become more and more idiosyncratic. Thus, behaviour problem is the result of a lack of consistency in the cognitive structures of those involved. Specifically, the teacher has one way of seeing and understanding the world, while the child does in a different way. The differences in their behaviour as guided by their respective schema that gives rise to problems. Where pupils are divided into separate groups by criteria of ability and/or attainment, certain effects ensure.

You should remember that there is a correlation between low ability and antisocial behavior; it is not absolute correlation by any means, but where division by ability is practiced the pernicious phenomenon of the sink group emerges and the sink group can be disruptive influence not only within its own classroom but also throughout the school. Such groups can take up disproportionate amounts of staff time and energy in what may amount to a containing exercise. The school objectives are in reality cognitive and curricular rather than expressive and personal. The potentially difficult pupil often becomes actively disruptive in the classroom because high achievement levels in the various subjects are insisted upon.

SELF ASSESSMENT EXERCISE 3

Identify any four types of behaviour by the school teacher that may generate behaviour problems in pupils.

Kohlberg, like Piaget, argues that moral reasoning develops in a sequential fashion as the child attains maturity. In the initial stages, moral reasoning is concrete in orientation, being concerned with deferring to authority, avoiding punishment, and satisfying one's own needs and wishes. With maturity come a growing sense of social responsibility and an acknowledgement of the rights of others in society.

It is to be noted that the relationship between morality and behaviour is not always predictable; a number of well-known experiments in psychology have shown that people will behave in ways they believe to be wrong (Asch, 1996; Milgram, 1999). While moral reasoning is an aspect of cognition, a cognitive amount of bad behaviour would necessarily be extensive, covering areas such as intellectual functioning, self-concept, social cognition and so on. This type of explanation for behaviour problem places the causes of the behaviour on some complex system within the child.

4.0   CONCLUSION

This unit has examined the school and behaviour problem. The unit also explained how the school plays an important role in the understanding of behaviour problem. Also discussed, was the teacher's behaviour in effective school. Since the child's behaviour can be thought of as social behaviour, the teacher's action in the classroom can be considered in the same way. Moral, cognition and behaviour problem were discussed as another psychological approach towards understanding behaviour problem in children. The way the child perceives, understands, and constructs his world is the thrust of this approach.

5.0   SUMMARY

In this unit, you have learnt the term effective school. In addition, we described the teachers' behaviour in effective school. You have also learnt morals and cognition as an approach of understanding behaviour problem. You learnt that the way the child perceives, understands and constructs his world is the thrust of this approach.

6.0   TUTOR – MARKED ASSIGNMENT

Identify **10** characteristics of effective schools in the context of behaviour problem.

7.0   REFERENCES/FURTHER READING

Alhassan, A. B. (1988). *The Nature and Causal Factors of Truancy in Day Secondary Schools of Kaduna State.* Unpublished Doctoral Thesis of University of Wales, Cardiff, U.K.

Asch, S. (1996). 'Studies of the Independence and Submission to Group Pressure: 'A Majority of One against a Unanimous Majority'. *Psychological Monographs* pp 70:416 – 688.

Milgram, S. (1999). 'Behavioural Study of Obedience': *Journal of Abnormal & Social Psychology,* pp 67: 371 – 378.

Reid, K. (1985). *Truancy and School Absenteeism.* London: Hodder and Strughton.

Reynolds, D. (1977). 'Toward a Socio-Psychological View of Truancy' In: Khan, B. (Ed.) *Working Together for Children and their Families.* London: DHSS/Welsh Office, HMSO, pp 241 – 263.

Rutter, M. Rosenshine, B. & Berliner, D. (1978). 'Academic Engaged Time' *In: British Journal of Teacher Education.* Vol. 4, pp 189 – 198.

Stedman, M. (1987). *Elementary School Guidance.* New York: APGA Printing Series.

Wickman, R. (1987). *Understanding Schools.* London: Macmillan Publishers Ltd.