



# PSYCHOLOGICAL FOUNDATIONS OF EDUCATION



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# At the end of this lesson, you should be able to:

1. Discuss the varied psychological foundations of education;
2. Expound significant concepts in each psychological theory;
3. Cite specific examples to show understanding of the concepts learned.

# Psychosocial Theory of Erik Erikson

- Theory of psychosocial development comprising eight stages from infancy to adulthood.
- During each stage, the person experiences a psychosocial crisis which could have a positive or negative outcome for personality development.
- He emphasized the role of culture and society and the conflicts that can take place within the ego itself, whereas Freud emphasized the conflict between the id and the superego.

- 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.



# **Stages of Psychosocial Development**

Stage	Psychosocial Crisis	Basic Virtue	Age
1.	Trust vs. Mistrust	Hope	0 - 1½
2.	Autonomy vs. Shame	Will	1½ - 3
3.	Initiative vs. Guilt	Purpose	3 - 5
4.	Industry vs. Inferiority	Competency	5 - 12
5.	Identity vs. Role Confusion	Fidelity	12 - 18
6.	Intimacy vs. Isolation	Love	18 - 40
7.	Generativity vs. Stagnation	Care	40 - 65
8.	Ego Integrity vs. Despair	Wisdom	65+

# Moralistic Theory of Kohlberg

- **Kohlberg's theory of moral development** is a stage-based model of moral maturity developed by Lawrence Kohlberg in 1958.
- The theory offers three levels of moral development, each of which contains two stages.
- Kohlberg asserts that moral development is neither the result of a genetic blueprint nor the result of conscious teaching of morality.
- Rather, it is a process of maturing that arises from thinking about moral issues.

## ● STAGES OF MORAL DEVELOPMENT

### 1. Preconventional Morality

Level one is preconventional morality, wherein a person is motivated by obedience to authority. This level of moral development is commonly associated with young children and involves little thought about morality.

- Stage 1 – morality is motivated solely by punishment and anything which is punishable is deemed wrong.
- Stage 2 – focuses on individualism and different perspectives, and the goal is to avoid punishment.



## 2. Conventional Morality

In the second level of conventional morality, people focus on following social norms and customs.

- Stage 3 – emphasizes the maintenance of healthy, happy interpersonal relationships and pleasing others.
- Stage 4 – branches out from pleasing individuals to maintaining social order by following social norms, customs, and laws.

### 3. Post-Conventional Morality

In the post-conventional phase of moral development, people look beyond convention to determine moral norms and appropriate social interactions.

- Stage 5 – emphasis on the social contract and the maintenance of individual rights.
- Stage 6 – search for universal principles. People in this stage of moral development would be most likely to, for example, attempt *society*. Hoboken, NJ: John Wiley & Sons.

# Cognitive Theory of Jean Piaget

- Jean Piaget's most notable professional work was his theory of cognitive development.
- In his theory, Piaget proposed that cognitive development begins at birth, and lasts through adulthood.

## ● **Piaget's Theory of Cognitive Development.**

Piaget summed up his own theory in this way:

**1. Schemas:** The building blocks of knowledge (like Lego).

**2. Adaptation processes:** These allow the learner to transition from one stage to another. He called these: Equilibrium, Assimilation and Accommodation.

**3. Stages of Cognitive development:** Sensorimotor; Preoperational; Concrete Operational; Formal Operational.

## ● Piaget's Schemas.

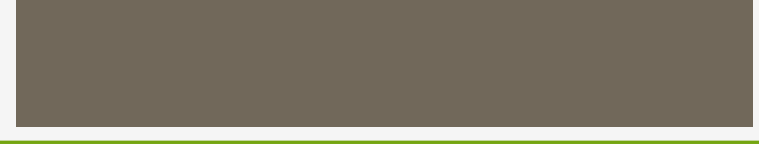
Piaget included the concept of the “*schema*” into his theory. What this means is that the child develops a mental pattern to understand his or her world. In addition, the child can use other templates or patterns, adapt it and use it in conjunction with his or her own schema that was constructed using their own experiences.

- These experiences have been acquired through assimilation and accommodation.

## ● **Piaget's Equilibration.**

A second aspect is that of equilibration. Equilibration is part of all 4 cognitive stages as it urges the child on through the stages of the learning theory.

Assimilation causes a shift in world view. If the schema isn't developed enough to allow assimilation, accommodation occurs. In accommodation, the Schema needs to be adapted.

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- Once the schema has been changed it returns to equilibrium. Therefore, learning is a constant cycle of Assimilation; Accommodation; Equilibrium; Assimilation and so on.
  - **This cycle takes place within each of Piaget's stages of development.**

## ● **Piaget's Stages of Cognitive Development.**

Piaget's theory of cognitive development is divided into 4 stages: The sensorimotor stage, which is the zero to two year stage; The stage of preoperational, which is the two to seven year old stage; The stage of concrete operational, which is the seven to eleven year old stage; The stage formal operational stage, which is the stage from eleven onwards.



# Stages

## **1. Sensorimotor Stage (0 to 2 years old).**

- Babies are born into the world and immediately become aware of their surroundings through their senses. These senses include the sense of hearing, smell, sight, touch, and taste.

- They explore the world through the movements of their bodies, which are reflex movements at first. It turns into exploratory movements later on in the stage.
- The term for this gathering of information is called the sensorimotor stage.
- This is the stage where they discover textures, recognize people, objects, and different sights, and learn emotions as well.

## **2. Preoperational Stage (two to seven years old).**

- Up to this point, the child has established that objects remain a reality regardless of whether one can sense it through any of the five senses.
- From this point onward the stages of learning theory include the development of language skills and abstract thinking. This is done through various means such as imitation, drawing, imagination (mental imagery) and verbal expressions of thoughts (evocation).
- During this stage, it is important to note that the child operates from an egocentric perspective.

### **3. Concrete Operational Stage (the seven to eleven years old).**

- At this stage, the cognitive development of the child demands a less egocentric approach.
- The child becomes more concrete and logical in their thinking. As more rational beings, they are able to understand aspects such as conservation.
- This means that an object can remain the same even if it changes shape, size, height or volume (for example an object such as water).

#### **4. The Operational Stage (eleven years to adulthood).**

- The eleven-year-old now has many skills to build upon.
- This is the operational stage where the child establishes the final cognitive learning skills that include finding solutions to problems, use logical reasoning and are able to understand abstract concepts.
- They are now able to use deductive reasoning to analyze situations and other aspects of the environment. The eleven year old (into adulthood) can now find possible solutions and new theories based on prior knowledge.

# Hierarchy of Needs of Abraham Maslow

- Maslow first introduced his concept of a hierarchy of needs in his 1943 paper "A Theory of Human Motivation" and his subsequent book *Motivation and Personality*. This hierarchy suggests that people are motivated to fulfill basic needs before moving on to other, more advanced needs.

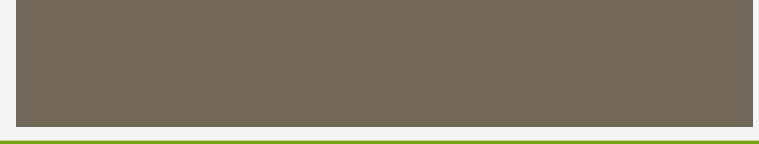
- As a humanist, Maslow believed that people have an inborn desire to be self-actualized, that is, to be all they can be. In order to achieve these ultimate goals, however, a number of more basic needs must be met such as the need for food, safety, love, and self-esteem.
- There are five different levels of Maslow's hierarchy of needs. Let's take a closer look at Maslow's needs starting at the lowest level, known as physiological needs.


# Maslow's Hierarchy of Needs



Verywell / Joshua Seong



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- Maslow's hierarchy is most often displayed as a pyramid. The lowest levels of the pyramid are made up of the most basic needs, while the most complex needs are at the top of the pyramid.
  - Needs at the bottom of the pyramid are basic physical requirements including the need for food, water, sleep, and warmth. Once these lower-level needs have been met, people can move on to the next level of needs, which are for safety and security.

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- As people progress up the pyramid, needs become increasingly psychological and social. Soon, the need for love, friendship, and intimacy becomes important.
  - Further up the pyramid, the need for personal esteem and feelings of accomplishment take priority. Like Carl Rogers, Maslow emphasized the importance of self-actualization, which is a process of growing and developing as a person in order to achieve individual potential.

# Attribution Theory of Weiner

## Motivation

- Attribution Theory attempts to explain the world and to determine the cause of an event or behavior (e.g. why people do what they do).
- Originator: Bernard Weiner (1935- )
- Key terms: Attribution, locus of control, stability, controllability

- Weiner developed a theoretical framework that has become very influential in social psychology today. Attribution theory assumes that people try to determine why people do what they do, that is, interpret causes to an event or behavior<sup>[1]</sup>. A three-stage process underlies an attribution:

1. behavior must be observed/perceived
2. behavior must be determined to be intentional
3. behavior attributed to internal or external causes

- Weiner's attribution theory is mainly about achievement. According to him, the most important factors affecting attributions are ability, effort, task difficulty, and luck. Attributions are classified along three causal dimensions:
  1. locus of control (two poles: internal vs. external)
  2. stability (do causes change over time or not?)
  3. controllability (causes one can control such as skills vs. causes one cannot control such as luck, others' actions, etc.)

- When one succeeds, one attributes successes internally (“my own skill”). When a rival succeeds, one tends to credit external (e.g. luck). When one fails or makes mistakes, we will more likely use external attribution, attributing causes to situational factors rather than blaming ourselves. When others fail or make mistakes, internal attribution is often used, saying it is due to their internal personality factors.

1. Attribution is a three stage process: (1) behavior is observed, (2) behavior is determined to be deliberate, and (3) behavior is attributed to internal or external causes.

2. Achievement can be attributed to (1) effort, (2) ability, (3) level of task difficulty, or (4) luck.

3. Causal dimensions of behavior are (1) locus of control, (2) stability, and (3) controllability.

# Teaching and Learning Styles

## o The 8 Learning Styles

Everyone has a dominant learning style depending on the situation. There are eight in total:

1. Visual learners
2. Aural learners
3. Verbal learners
4. Social learners



5. Logical learners

6. Physical and tactile learners

7. Solitary learners

8. Naturalist learners



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● END OF  
PRESENTATION

