



UNIT 5 DEVELOPMENT OF SELF

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5.0 INTRODUCTION

A baby when it is born is born without any experience. That is known to everyone. As the baby grows every day, she experiences new things. There are two types of growth—the physical growth and the psychological growth. The physical growth takes place as days pass by, such as the growth in height; weight, etc depending on the value of food, nutrients etc provided for the baby. Love, affection, discipline, etc helps in the psychological or the mental growth. These in turn influence the development of self concept. As a teacher you would have come across children with individual differences in their level of self concept. As teachers, you need to understand this and help the children improve their self concept. There are many factors that influence the growth of self concept in the child. In the chapter, we will study, the different factors that influence the development of the self concept in children.

5.1 LEARNING OBJECTIVES

After completing this unit, you should be able to

- Narrate how self concepts are formed
- Express the conditions that help in the development of self concepts
- Reveal factors affecting the development of self-concept
- Describe value and moral development in children
- Report the role and discipline in development of values
- Recount the development of attitude and role of teacher in development of good attitude in children
- Explain the importance of perception and its development in children
- Speak about the characteristics of motivation in children- intrinsic motivation, persistence, choice of challenge and dependency
- Demonstrate the methods to develop and enhance motivation.

5.2 DEVELOPMENT OF SELF CONCEPT IN CHILDREN

5.2.1 CONCEPTS AND HOW SELF CONCEPTS ARE FORMED

Concepts are regarded as the images in our mind; they serve to help children to understand the world into functional units. A concept is the basic unit of all types



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of learning. Human beings from infancy to old age learn new concepts and use old concept in new situations of their daily life. Individuals differ in their level of concept formation on the basis of their age, intelligence and experience. The process of concept formation emerges from a big, buzzing, blooming, confusion in which the child is born. The child is born with certain biological inheritance and experiences the external world through sense their organs, which are the gateways of knowledge. With any child some concepts may be fully and accurately developed, others only partially developed, and still others quite inaccurate. Because culture influences the development of certain abilities, cultural variations brings about individual differences. Early age is critical for the development of concepts for which a stimulating environment is essential. When the parents of children are illiterates, it is not possible for them to interact with the children in a way the children can understand because of their illiteracy. Hence, the home environment, school and neighborhood environment of the child also becomes very important from the developmental point of view. As children begin to understand the world around them, gradually they learn about different concepts. The many types of concepts that children learn are concepts of life, death, bodily functions, space, weight, numbers, time, sex roles, social awareness, beauty, self, etc.

The development of concepts depends on the stimulation and the opportunities that a child gets during early childhood. For example a child who has had the opportunity to travel to different countries in early life is able to understand that across the world exist people who have different languages and culture of their own. A child without this knowledge will have great difficulty in understanding this concept. Hence, not all children understand and develop all the concepts and also they vary in their level or degree of understanding different concepts. In other words, there are individual differences in the age at which different concepts form for different children as well as the degree with which they understand concepts. As they grow and attend school, many of these differences begin to reduce as they are subjected to similar learning situations.

Along with the physical growth, the development of personality also takes place. The foundation laid in babyhood begins to extend and grow as the child starts to interact with more people. Parents, siblings and other relatives first constitute the child's social world. How they feel about them and how they treat them are very important factors in shaping the self-concept- which is the core of personality patterns. As the child grows and meets more peer groups in the neighbourhood and in school, it begins to influence the development of the personality of the child. The attitude of these people, the way the child is treated by them then begins to have an effect on their self-concept. These may be in accordance to the early foundation from the home background, it can vary or in can be opposing to the early concepts that developed at home.

The early peer attitude and the attitudes of the important members of the family



are very important because, once the foundations for the self concept are laid; it is very unlikely to change. That apart, as the peer groups and family members get into the habit of thinking of young children in a certain way such as helpful, troublesome, naughty, mischievous, etc, they continue to have the same attitude and this chain of thinking will hardly change.

Because much of the early learning begin to a large extent, in the home environment, many conditions within the family become responsible for shaping the development of self concept during early childhood. The general relationship of young children with their family is very important. Most important in this aspect is the parent's attitude. How parents feel about the child's appearance, their abilities, their achievements etc. will have a great influence on how children feel about themselves.

The method used for child training at home is also very important in shaping the child's development of self concept. Strict authoritarian discipline and frequent punishing creates resentment against all persons in authority. The aspirations that parents have for their children are also very important and very influential in the development of the self concept. When the aspirations of the parents are unrealistically high, children feel doomed to failure. This lays a foundation for feelings of inferiority and inadequacy. They begin to feel that they are useless and good for nothing.

The ordinal position of children in a family also effects the development of personality. That is, whether the child is a first born, second born and so on, also influences the development of self concept. This position plays a significant role in specific situations that one is expected to play depending on position of birth. It is very evident that the child training methods used with different children varies according to the birth order. Another aspect that influences here is also the success and failures children have in competitions with their siblings.

In early childhood the children are not aware of factors such as caste, religion, race etc. However as they grow, this issue comes up somewhere in their lives. It becomes more prominent as children begin to interact with more and more people in a society. The interplay within different people depends on the background of the child and leads to experiences that are favourable or unfavourable. When it is favourable, it leads to positive self concept. When the peer group may neglect or reject them, it leads to negative self concept. From here the tendency of the child will be to look for comfort zones which will be available to the child only in a society of people belonging to the child's own community. At this point the feelings of discriminations may begin to develop. As a teacher you are expected to guide the child in the right direction using corrective strategies, so that such discriminating need does not arise in the child.

By the time the children grow into late childhood, they begin to learn about gender appropriateness. When they develop attitudes that are gender appropriate,



they are liked by others and this gets associated with favourable personality characteristics. Boys begin to behave appropriately as boys and girls appropriately as girls. When they do not, it is considered as unfavourable. It is more so in cases with girls.

Environmental insecurity due to various factors such as death, separation, divorce, or social mobility affects self concepts of children unfavourably to a large extent. This is because they feel different from the peer group due to these factors. The upward or downward mobility of the parents both influence the development of self concepts in separate ways. Hence, providing a secure environment for a growing child is very important.

Development of favourable or unfavourable self concept depends on the life happenings during early childhood. Unfavourable self concept may develop when children feel that the parents have unrealistic aspirations from them, when the other peer member begin to socialize and one is still self bound, when social attitudes towards them are unfavourable, etc. Due to these factors, the attitude of the child regarding self also becomes unfavourable. Parents think that their children will outgrow this unfavourable self concept over time. However, the truth is the more the child grows, broader the unfavourable self concept becomes and these tend to be more persistent. Whatever causes these unfavourable self concepts, these develop very easily during childhood. Happiness is very important for the development of favourable self concept during childhood. As children spend much of their childhood at home, happiness depends on how the child is treated by the family members. It is said that the three “A” of happiness are Acceptance by others, Affection and Achievement. For happiness, some basic needs of the child have to be satisfied, which in turn will reflect in the formation of favourable self concept in the child.

5.2.2. FACTORS AFFECTING THE SELF CONCEPT

There are many factors that affect the development of self concept. They are the following:

1. **Physical condition:** Good health always facilitates proper and healthy growth. Poor health or physical defects cuts off children from their interaction with other peer members. The helplessness and weakness makes the child feel inferior.
2. **Body build:** When the children fail to grow to their normal size, they usually are unable to keep pace with the others of their age. Same with children who are overweight. The feelings of such differences with others of their peer group make them feel inferior.
3. **Names and nicknames:** Nick names start off for fun. However, sometimes they tend to persist and some children feel ridiculed by this. If the nickname suggests a physical or personality trait, it leads to feelings of inferiority.



4. **School environment:** In most instances, teachers try to bring about good understandings with children. However, teachers who use discipline that children consider unfair will bring about feelings of disrespect for the teacher as well as the self.
5. **Social acceptance:** Being accepted or not by the peer group influences the personality of the child through its effects on self concept. Children who are very popular or children who are least popular, both are more effected by this than the others in between.
6. **Success or failures:** Children are expected to perform certain tasks for their age. These tasks are usually carried out by most others of their age. However, due to some reasons, some children may not be able to perform these tasks. Success brings about feelings of confidence and self acceptance. Failure brings about feelings of inadequacy. When success rate is high and prestigious, greater are its effects on self concept. Continuous failure on the other hand will have damaging effects on the child's personality.
7. **Gender:** In our country, girls soon get a feeling of inferiority by the roles they are forced to play. This results in decrease in self evaluation. More so as the society adds up to it. Hence, it is up to the teachers to make the children to understand that there is no such discrimination and that both, girls as well as boys are equal in all aspects.
8. **Intelligence:** If children's intelligence is deviant from the normal their personality is bound to be adversely affected by it. It will not be long before the children realize that they are less than the average and a feeling of inferiority begins to develop. Because of this they begin to feel shy and start to keep to themselves. It is also possible that they may become aggressive.
9. **Other factors:** Relationship with the family members, ordinal position, methods used for child training, the ethnic group to which one belongs, mobility environment etc, all play a significant role in influencing the concept formation.

A teacher in the class room has to be aware of the role of each of these factors and see how she can facilitate the development of good self concept in the children. In order to facilitate good health, she should impress upon the pupil the good practices such as hand washing, hygiene, combing hair, brushing teeth twice daily etc which bring about the required changes for health. They should monitor eating habits and rule out practices of children eating junk food. She should not allow the use of nick names, bring about good understanding and unity amongst the students, and bring about social acceptance within the class room and outside. When children fail in tests, the teacher should take individual interest and find out the reasons. In most instances, the causes of failure are because of lack of coordination at home to facilitate learning. When teacher is affectionate,



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understanding and loving half her job is done. For the remaining half she needs to put in some effort. In her efforts, she should balance the gender, with no discrimination to gender and try to reduce the show of high intelligence of others in the presence of the average and below average. When all are treated equally, the chances of the average and the below average picking up are very high. If they are discriminated and issues are made regarding their failures in the presence of other students, it may result in development of poor self esteem, which is not good.



Check Your Progress -1

1. Explain how self concepts are formed.

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2. What are the factors that influence self concept and how can the teacher facilitate improvement in development of self concept in children?

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5.3 DEVELOPMENT OF VALUES IN CHILDREN

A German Philosopher Friedrich Nietzsche first used the term ‘Values’ in 1880 to denote moral beliefs and attitudes that were personal and subjective. Each society is characterized by well defined, articulated values that are passed on to the members of the society. The values are what people consider important in life and what is good or worthwhile. They are acquired mostly by personal experiences in life. Value- systems usually vary from society to society. These values are made up of “do’s” and “don’ts” or “right” and “wrongs.” There are many categories of values. They are the following:

- Personal values
- Social values
- Moral values
- Spiritual values
- Cultural values
- Universal values.



Babies when they are born neither moral nor immoral. In other words they have no moral standards. Gradually as they grow they will learn from their parents, and later from their teachers and playmates and from the society to go by the codes of expectations. The foundation for moral development is laid during early babyhood and gradually it builds from there which guides their behaviours as they grow older. Nobody expects babies to behave by any standards. But a serious problem here is that the babies soon discover that they get more attention when they do things to annoy others.

Moral development in early childhood is on low level. That is because the intellectual development would not have reached the point where they can understand to apply abstract principles of rights and wrongs. They gradually begin to learn it from specific situations that they start to experience as they grow. When children are told to do something or not to do something their behavior will not be in accordance to doing right or wrong but more to do with their requirements at that moment. Children begin to understand the wrongs that they do by the punishments that they receive when they persistently keep repeating wrongs. Another way to understand this also a fact that children conform to social expectations in the hope of gaining rewards for their good act too. Hence reward and punishment are two factors from where the children begin to understand moral values.

Sometimes different people have different rules relating to the same behaviour. For example, a mother may punish when brother hits sister, which indicates this behavior is wrong. However, the father may laugh at the same incident which may in turn make the child to believe his act was funny and now the child is confused and the child gradually starts to bully the sister in the presence of the father and keep quiet in the presence of the mother.

Between the ages of five and twelve years, the rigid notion of right and wrong learnt from parents become modified and children start looking into specific circumstances surrounding a moral violation. Gradually as children grow, there is a shift. Children are influenced by the standards of the group with which older children are identified. The children main their gang standards until they cross puberty and gradually their standards build up to that of the adults after this.

5.3.1 ROLE OF DISCIPLINE IN THE DEVELOPMENT OF VALUES

The role of discipline is to teach children to behave in accordance to the expectations to their age. Throughout babyhood, babies begin to make correct specific responses to specific situations at home as well as in the neighbourhood. When strict discipline is followed, involving emphasis on punishment for wrongdoing even very young babies can be forced into a pattern of behavior. Punishment for wrong behavior and rewarding with approval and affection for



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appropriate behavior will begin the education of values and moral standards in babyhood.

Disciplining is the society’s way of teaching children the moral behavior approved by the social group. Its goal is to let the children know what is right and what is disapproved and to motivate them to behave in accordance with these standards. During early childhood years emphasis should be on punishing only those wrong doing which have been done willfully, that is done knowing what is expected of them but they purposefully do it. In order to increase young children’s motivation to learn to behave in a socially approved manner, rewards serve as reinforcing the motivations. For this three types of disciplines are used. They are the following

- o Authoritarian discipline: goes with the saying “to spare the rod means spoiling the child.” Here, parents, caretakers, teachers etc. establish rules and tell the children that they are expected to adhere to it. No attempts are made to explain why these rules are made and why the children to adhere to them. If children fail to adhere to them, they are punished.
- o Permissive discipline: developed as a revolt against the authoritarian discipline many adults had been subjected to during their childhood. The philosophy here is that children would learn from the consequences of their acts how to behave in socially approved way. Consequently children were not taught rules, they were not punished for willful breaking of rules, nor were they rewarded for behaving in a socially approved way.
- o Democratic discipline: These primarily emphasize the rights of the child to know why rules are made and to have an opportunity to express their opinion. Children understand and abide by them. Here punishment is made to fit the crime, in the sense that the punishment is related to the misdeed. Similarly, rewards are given in the form of praise and social recognition.

Scientifically, it has been proved that different types of disciplining have different effect on children. There have been changes noticed in behavior, on attitudes and on personality.



Check your progress- 2

1. Explain the different categories of values.

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2. Explain the role of discipline in the development of values.

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5.4 DEVELOPMENT OF ATTITUDE IN CHILDREN

5.4.1 MEANING OF ATTITUDE

Attitude makes considerable difference in the life of almost everybody and our success and failure depend on our attitudes towards our work and abilities. Attitude denotes adjustment of individuals towards some selected person, group or institution. In forming an attitude toward some aspect of the environment the individual shows readiness to respond. Thus the attitude results in a state of preparedness or a state of readiness to respond in a particular manner under particular circumstances. Freeman defined it as “a dispositional readiness to respond to certain situations, persons, objects or ideas in a consistent manner, which has been learnt and has become one’s typical mode of response.” Attitudes are not observable; they can only be inferred by the overt behaviour.

5.4.2 COMPONENT OF ATTITUDE

Components are reflected in behaviour. Behaviour has three components, that is the cognitive component or element that consists of knowledge and beliefs. 1. Our attitude depends on knowledge, which is logical and rational. 2. Second component of attitude is the feeling element. Attitude always arouses ones feelings and emotions. Emotions such as liking some people and hating some people are based on our feelings. Feelings that unite and integrate are termed positive and those that divide and disintegrate are termed negative. Knowledge and feelings urge an individual to act. 3. Behaviour or act is the third component of attitude. This enables others to infer the feelings and understanding of others.

5.4.3 DEVELOPMENT OF ATTITUDE IN CHILDREN

Attitude of children develop at home first and then from school and the peer group to which they belong. Personal experiences gained during the course of interaction with the society also helps in the development of attitude. As the children grow, need satisfaction and information exposure i.e., gaining knowledge about person or situation, depending upon which, favourable or unfavourable attitudes are formed. Attitudes formed on the basis of poor knowledge are most likely to change with the increase in knowledge about the issue. All are associated with number of groups. Children are also associated with groups such as a family group, the peer group, religious, ethnic, cultural and class groups. The primary



groups such as the family, friends and the peer group in the school have the ability to influence the development of attitudes. This happens because the primary groups expose the members to some source of information, and exerts greater pressure on its members to conform to the group norms. Because of this the members are likely to develop common attitudes about things and people. Once these attitudes are formed they become stable and resist any change.

5.4.4 ROLE OF TEACHER IN DEVELOPMENT OF GOOD ATTITUDE IN CHILDREN

The effective attitudes and actions employed by teachers ultimately can make a positive difference on the lives of their students. By examining prior educational experiences, teachers can discuss what they should or should not do with a class of students. The five frequently discussed attitudes and actions include: a genuine caring and kindness of the teacher, a willingness to share the responsibility involved in a classroom, a sincere sensitivity to the students' diversity, a motivation to provide meaningful learning experiences for all students, and an enthusiasm for stimulating the students' creativity.

The responsibility for preparing teachers is assumed to begin with teacher education programs at higher education institutions. However, by the time the undergraduate students enroll in an introduction to teaching course they have already experienced and survived many teachers. Since these students have achieved this wealth of educational opportunities; they can serve as credible resources in identifying the attitudes and actions that were implemented in prior classrooms by their effective teachers. Teachers have the opportunity to leave an indelible impression on their students' lives. School experiences mold, shape, and, can influence how children view themselves inside and outside of school. These school memories have the potential to last a lifetime in students' minds and can play a consequential role with present and future decisions. It does not take long for students to realize that teachers make the difference between a long and boring school year and an exciting and challenging year. The effective attitudes and actions employed by teachers ultimately can make a positive difference on the lives of their students. By examining past educational experiences, preserves teachers can discuss what they should or should not do with a class of students.

5.4.5 FIVE EFFECTIVE TEACHER ATTITUDE

First Attitude: Demonstrating Caring and Kindness

This is to do with the personality of the teachers. A good teacher is prepared to share emotions and feelings such as enthusiasm affection, patience, sadness, and disapproval etc with the students. That apart, she should also be willing to share the true interests of the students. She should care for the students. Communications should be clear between the teacher and the students.

*Second Attitude: Sharing Responsibility*

A teacher should not be rigid. As the teacher provides good scope for responsibility, the teacher should also provide opportunity for equal freedom. Teacher should not go totally by the rules. This flexibility and responsibility shared should bring about a positive environment for both, the teacher as well as the students to work in a close relationship.

Third Attitude: Sensitively Accepting Diversity

The teacher should practice empathy and importance of understanding the students. While dealing with students coming from different community, background, etc, she should identify sensitivity, acceptance and encouragement as critical. She should not make the good teacher will refrain from making judgment and analyzing students and understands them as they are. The teacher should bring out the best in their students and complement them individually in the presence of the others in the classroom. A teacher can maintain a record of her time spent with each child in listening and talking to them which had made them feel valued and important.

Fourth Attitude: Fostering Individualized Instruction

The teacher should provide every student opportunities that are meaningful to the students. The teachers should recollect their times while they were students which had helped them to be successful in their leaning and also the methods used by their teachers to appreciate such good results and make use of it now. They should also remember the attitude of their teachers which had made them not participate and keep away from practicing such attitudes. It is also important for the teachers to work on the strengths of the students and to ignore their weakness. The head teachers should encourage the other teachers to encourage positive self confidence and self esteem.

Fifth Attitude: Encouraging Creativity

This attitude stresses the importance of stimulating the students' creativity. Teacher should listen to the ideas and suggestions for lessons and activities. The effective teachers are open to students' ways of being imaginative and also utilized many approaches to learning. The students get appreciated and get personally motivated when teachers design lessons that considered their interests, skills, and needs. Elements of learning destruction included placing too much emphasis on grades or giving the one and only correct answer to questions. Consequently, the students become overly concerned about finding the correct answers or trying to read their teachers' mind to say what she wanted to hear. With little opportunity for creativity, the students become uninterested in the learning process. Competition creates a burden that interferes with learning since the students' only work for the grades and praise from their teachers. Some of their teachers used extrinsic motivators or token rewards and these methods reduced the students' desire to



learn and even lowered their achievement levels. Many teachers felt a more effective method involved building on the students' intrinsic motivation by providing a fun classroom environment.

Studies have described teaching as an intensely psychological process and believe a teacher's ability to maintain productive classroom environments, motivate students, and make decisions depends on her personal qualities and the ability to create personal relationships with her students. These effective attitudes and actions employed by teachers ultimately can make a positive difference on the lives of their students. It is known that attitudes have a profound impact on teacher practices and behaviors. Attitudes and beliefs are a subset of a group of constructs that name, define, and describe the structure and content of mental states that are thought to drive a person's actions. With effective attitudes, teachers and students can develop relationships of mutual respect and trust.

5.5 IMPORTANCE OF PERCEPTION AND ITS DEVELOPMENT IN CHILDREN

The word perception denotes the process of getting to know the environment by the use of the senses. The stimuli come from the objects around us in the environment, but the stimuli are not the objects. The stimuli and the objects are entirely different. For example when you see a river down there in a valley, what happens is obviously not the river coming shooting up to your eyes, but merely that the light reflected from the surface of the river strikes your eyes. The light shimmers and you that the surface of the river is being ruffled by the breeze. You hear a low hum growing louder and louder, you that an aeroplane is approaching. Now an aeroplane is not a hum anymore than a breeze is a shimmer or a river is a bright spot of light. The objective facts are somehow indicated to the observer by the stimuli he receives but they are very different from the stimulus.

The way in which we interpret the information gathered and processed by the senses. It has been explained that an individual senses the presence of stimuli, but perceives what it is. It is our perception of the world around us, which leads us to respond in many different ways, making perception a key factor in the way both children and adults behave.

5.5.1 DEVELOPMENT OF PERCEPTION IN THE CHILD

Without the ability to perceive, it is impossible for the developing child to have a real sense of who they are and how they fit into the world. An example of a critical period in terms of development of perception relating to a squint is age three. It has been identified that when a squint is repaired before the child reaches the age of three then the bi-ocular vision develops fine. However, if the child is over three, bi-ocular vision will never develop.



5.5.2 IMPORTANCE OF PERCEPTION IN A DEVELOPING CHILD

Perception has been recognized as highly important for a wide range of factors associated with child development. In addition, the ability to know where we are in time and space is essential for children to be able to reach out and pick things up. Further reasons why perception is important for the developing child include the following:

- Socialization
- Acquisition of knowledge
- Acquisition of language
- Emotional response
- Memory
- Self-preservation
- Hand-eye co-ordination
- Sense of self-awareness

5.5.3 KNOWLEDGE, MEMORY AND PERCEPTION

Without perceptual development, a child is unable to either acquire new knowledge or remember what has been learned. This is because perception is identified as necessary for the child to be able to store knowledge. Therefore, perceptual development is vital for the developing child to reach key developmental milestones and go on to succeed within education. Friendships require the ability to respond to another person, making perception key to establishing and maintaining relationships.

As highlighted above, perceptual development is absolutely crucial for the developing child's hand-eye co-ordination, to be able to socialize and acquire both knowledge and language. While perception affects how children respond to different situations and sensations, it is also vital for memory and self-awareness.

5.5.4 IMPORTANCE OF PLAYING IN DEVELOPMENT OF PERCEPTION

One of the most important issues is young children's development of perception is the scope for play. In a cross cultural study of play, studies found that play enhances children's learning and development. Parents' perceptions of importance of play are derived from and are determined by socio-cultural norms, such as whether play with children will be stimulated or neglected. Surprisingly, it may even be actively discouraged and not allowed by parents. Play is fun and for



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most young children, something that occurs naturally. Play should coincide with early childhood education as it is argued to be the most essential for children.

There is a long history of developmental theory and research concerning play. Psychoanalytical theorists use play for helping children deal with emotional problems (e.g. play therapy). Jean Piaget established the link between play and the growth of intelligence. He believed that play serves as a vehicle for learning. To Lev Vygotsky, a psychologist, play is one of the most important sources of development and learning for young children. He believes that during play, development occurs because play creates a zone of proximal development. According to Vygotsky's theory, playing with a more advanced partner such as an adult, parent or older child can enhance the child's skills and build more confidence to take part in higher quality play. For Vygotsky, play is beneficial for the development of language, memory, reasoning, higher level of thinking, and social skills.

The importance of play for child development is endless and enormous. We know that children's brain development is associated with all domains of child development and learning. A significant linkage between brain development and play during early years has been found, suggesting that high quality play quickly increases neuron connections at a significant rate. Ginsburg and the Committee on Communications and the Committee on Psychological Aspects of Child and Family Health, found that children can recreate and explore their world through play. They argued that "Play helps children develop new competencies that lead to enhanced confidence and the resiliency they will need to face future challenges." They also added that through play, especially through undirected play, in other words free play, children get opportunities to exercise socialization skills (i.e. group work, sharing, negotiation, conflict mitigation, and self-advocacy). According to them, if play is child-driven, other life skills of children will develop and become essential for their future (i.e. decision-making, to know one's own pace, to discover one's areas of interest).

It was found that there is a link between play and many foundational skills and complex cognitive activities that are significant for early childhood development and learning. They also found that these skills construct a strong foundation for children and help them learn effectively in school and beyond. Therefore, play is essential for child development and also for academic success.

Given the importance of children's development through parent's interaction and relationship-building with children through play, it is recommended that countries include play in their ECD policies. In order to formulate an appropriate policy, cultural-relevant research-based evidences are needed to formulate the policy and to prepare awareness-raising program for this issue.



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**Check Your Progress-3**

1. What is the importance of perception in a Developing Child?

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2. Explain how play is important in development of perception.

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5.6 MOTIVATION

Young children learn from everything they do. They are naturally curious; they want to explore and discover. If their explorations bring pleasure or success, they will want to learn more. During these early years, children form attitudes about learning that will last a lifetime. Children who receive the right sort of support and encouragement during these years will be creative, adventurous learners throughout their lives. Children who do not receive this sort of support and interaction are likely to have a much different attitude about learning later in life. Many factors affect the development of children, both external and internal. One of the most influential internal factors is the child's motivation. This motivation can be in two forms: intrinsic or extrinsic motivation. It is widely agreed that intrinsic motivation is better for an educational setting.

5.6.1 CHARACTERISTICS OF MOTIVATION IN YOUNG CHILDREN

Children do many things simply because they want to do them. Selecting a toy or a shirt to wear is the result of "intrinsic motivation." The child makes her own choice and achieves satisfaction from both the act of choosing and from the opportunity to play with the toy or wear the shirt. Since the activity is generating the motivation, it is mostly self-sustaining for as long as the child wants to continue the activity. Children also engage in some activities because adults tell them to, or in an effort to please another party. These activities are "extrinsically motivated." When a child is extrinsically motivated, the reward comes from outside the child-it has to be provided by someone else, and has to be continually given for the child to remain motivated enough to continue the activity. It is more difficult for a child to sustain extrinsically motivated activity because of this reliance upon some outside force.



Since intrinsically motivated activity is more rewarding in and of itself, children learn more from this sort of activity, and they retain that learning better. Intrinsically motivated children are more involved in their own learning and development. In other words, a child is more likely to learn and retain information when he is intrinsically motivated - when he believes he is pleasing himself. Parents can build on this sense of confidence by guiding their child's play and activities while still giving the child a range of options. This unstructured play is an essential element of the child's motivation, learning, and development.

5.6.2 DEVELOPING MOTIVATION

A number of behavioral characteristics are indicators of high motivation. Here are some of the important factors and some ways to help a child develop these characteristics.

Persistence is the ability to stay with a task for a reasonably long period of time. While very young children cannot concentrate on one activity for an hour, there are still measurable differences in the length of time that young children will engage in an activity. A highly motivated child will stay involved for a long period of time, whereas an unmotivated child will give up very easily when not instantly successful. Children learn persistence when they are successful at a challenging task. The art in building persistence is in offering a task that is just challenging enough, but not overwhelming.

Choice of challenge is another characteristic of motivation. Children who experience success in meeting one challenge will become motivated, welcoming another. These motivated learners will choose an activity that is slightly difficult for them, but provides an appropriate challenge. When they successfully complete such a task, children gain a high level of satisfaction. Unmotivated children (those who have not experienced early success) will pick something that is very easy and ensures an instant success. With such easy success, children feel only a very low level of satisfaction, because they know that the task offered little challenge. The challenge for teachers is helping the child find an appropriate challenge while still allowing the choice to be the child's.

The amount of dependency on adults is another indicator of motivation. Children with strong intrinsic motivation do not need an adult constantly watching and helping with activities. Children who have a lower level of motivation or are extrinsically motivated need constant attention from adults and cannot function independently. Since independence is an important aspect of quality learning, this dependence on adults will greatly limit children's ability to succeed in school. Parents can increase the likelihood of their child's building independent motivation by providing toys and activities that play to the child's natural creativity and curiosity. Often, these are the simplest, most basic playthings: blocks, little plastic "people," a toy car or two, and crayons and paper. These things encourage children to invent their own worlds rather than depending on an adult to entertain them.



The last indicator of motivational level is emotion. Children who are clearly motivated will have a positive display of emotion. They are satisfied with their work and show more enjoyment in the activity. Children without appropriate motivation will appear quiet, sullen and bored. They will not take any apparent pleasure in their activity and will often complain. As a teacher, you are probably the best judge of a child's moods.

5.6.3 ENHANCING MOTIVATION

For teachers teaching young children, the goal should be to appropriately support the development of motivation so that there is a proper foundation for optimal educational growth. Teachers should be very cautious about the use of many extrinsic rewards, as this can severely interfere with the child's motivational development. Praise for an accomplishment is appropriate, but be sure that your child is doing a task because she is interested, not because she thinks it will bring praise from you.

Difficulties arise when adults or others within the child's environment enforce external standards and replace the internal reward system with one that depends upon outside forces to supply all of the rewards (candy, money, excessive praise). Children then begin to feel successful only if someone else rewards them for accomplishments. They lose their intrinsic motivation and may only feel success when someone else judges them as successful. In such situations, children may not develop feelings of self-worth, and will judge their own value by someone else's standards. Your child should never need to ask, "Did I do well?" She should know and be confident in her own successes.

There are several strategies teachers can use to help children remain more fully intrinsically motivated.

Provide an environment (through age appropriate toys, activities, etc.) that allows children to freely explore and to see the effect of their actions (i.e., toys that have visible or tangible changes when moved).

Allow children ample time when working to allow for persistence. When children are deeply involved with an activity, make sure that they can finish without interruption. Resist the natural urge to "help," Respond to children's needs in a consistent, predictable manner, but allow them to be as independent as possible. All children need clearly defined limits. Playtime, however, need not be structured and organized. Provide many opportunities for children and adults to explore together and interact directly. It is important for both children and adults to be working together on an activity. This lets you observe, model, and encourage the child. Provide situations that give children an acceptable challenge. Activities those are slightly difficult for the child will be more motivating and provide for stronger feelings of success when accomplished. This may take some trial and error at first. Give children opportunities to evaluate their own accomplishments.



Notes

Rather than stating that you think they have done a good job, ask them what they think of their work. You'll never go wrong by asking the question, "What do YOU think?"

Do not use excessive rewards. They tend to undermine children's ability to value themselves. Praise and rewards should be based upon children's effort and persistence, rather than on the actual accomplishment.

The world through a child's eye is an awesome place. Allow children to explore and discover their world. Around every corner is an experience just waiting to surprise and excite young growing minds; all they need is a small amount of direction and a large amount of freedom. It is not necessary to praise and reward children for their own actions as they attempt to control their environment. The feelings of accomplishment they gain from results of those actions will be reward enough. Providing excessive praise and rewards is unnecessary and can actually be harmful to children's motivation and desire to learn. Remember, the habits and attitudes toward learning that are formed in these early years set the mood for all future learning.

**Check Your Progress-4**

1. What are the characteristics in young children?

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2. How to enhance motivation in children?

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5.7 LET US SUM UP

In this unit we have studied, what is concept formation, how the understanding of the self concept develops from understanding different concepts. We also learnt the factors that help in the formation of concepts and the factors affecting the development of self concept. As teachers, it is very essential to understand the process of the development of self concept in order to facilitate the progress of proper growth of self concept. In facilitating proper psychological growth of children, we need to facilitate proper development of values, perception and motivation. To ensure this we need to understand what each of these are and how



it can be facilitated. Proper use of disciplining by the teacher will bring about the appropriate development of values in students. Like moral development the growth of attitude also first starts as the baby begins to learn other things. Attitudes develop at home in the homely environment first due to interaction with members of the family and close friends. Later interaction with peer groups and members of the society influences favourable and unfavourable attitudes through satisfying the needs of the child and sources of information. Teachers need to be risk takers by being themselves and by trusting their students. They also need to create independent individuals so learning is more likely to take place. Effective teachers genuinely care, like, accept, and value their students. These teachers will demonstrate kindness, share responsibility, accept diversity, foster individual instruction, and encourage creativity. With the knowledge of these five attitudes and actions, they will have the potential to be an effective teacher who will be remembered fondly by former students. Knowledge, memory and playing are very essential for the development of the different types of perceptions. Jean Piaget and Vyogotsky have had a lot to say about the importance of play in the development of intelligence and perception. Teachers also need to understand that children can understand better in a classroom if she adopts methods that use playing for teaching. If a teacher makes up her mind, she can as well understand how using play, she can teach the different concepts and subjects in a classroom situation. It is also very important for the teachers to emphasize the parents to allow some time for children to play regularly, in order for them to learn and for their perception to improve. It is not only playing that is important in learning, motivating to learn also is very important. When children want to do something it is easy to teach. When children are asked to do something by others and they are not interested in doing it, is difficult to learn as well as to motivate them to learn. Teachers should be very cautious about the use of many extrinsic rewards, as this can severely interfere with the child's motivational development. Praise for an accomplishment is appropriate, but be sure that the child is doing a task because she is interested, not because she thinks it will bring praise from the teacher.

5.8 ANSWERS TO CHECK YOUR PROGRESS

1. Explain the factors affecting the development of self concept in children. How as a teacher would you guide the child in the class room to develop proper self concept?
2. What would be the role of teacher in guiding the students to develop good attitudes?
3. In order to enhance the motivation of the children, what strategies can the teacher adopt in the class room situation?



5.9 SUGGESTED READING & REFERENCES

<http://www.usca.edu/essays/vol132005/gourneau.pdf>.

Hurlock (1953) *Developmental Psychology, A life span approach*. Tata McGraw-Hill Publishing Company Limited, New Delhi, India.

Dandapani.S (2010) *A textbook of Advanced educational Psychology*. Anmol Publications PVT.LTD, New Delhi, India.

P.Natraj (1995) *Psychology*, Srinivasa Publications, Mysore, Karnataka, India.

5.10 UNIT-END EXERCISE

1. Carry out a simple exercise in the classroom. Divide the class into small homogenous groups and give them some tasks. Use different pretentious attitudes and observe which group performs best based on your type of attitude.
2. Teach the students to use their understanding of values to the optimum level and observe the level of usage.
3. Use different standardized tests to measure the level of attitudes children have.