

NATIONAL OPEN UNIVERSITY OF NIGERIA

ECE 120



Development of Appropriate
Skills in Children

Module 3

ECE 120 (Development of Appropriate Skills in Children) Module 3

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Published in 2011, 2014, 2021 by the National Open University of Nigeria
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Unit I Overview of Social-Emotional Development

1.0 Introduction

Children are social beings. They need productive relationships with other people to lead happy, satisfying lives. The social experiences they have in childhood provide the foundation on which all human relations are developed. The social competences they acquire and develop during childhood have a powerful influence on their later lives.

Children experience hundreds of different emotions each day. Emotions are linked to everything children do and are prompted by numerous happenings both large and small. They are what cause children to be affected by the people and events around them. Emotions help children to survive and provide them with information about their wellbeing. Emotions influence children's cognitive functioning and serve as a form of communication. In this unit, we shall examine the concepts of social and emotional developments and other related emotional issues.

2.0 Objectives

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

- define what social and emotional developments are
- explain how children develop emotions
- discuss emotional issues such as anger, fear, sadness, etc.

3.0 Main Content

3.1 Social Development

Social development involves the processes of changes over time in the way we relate to others. Social development influences one's interactions with others and how effectively one navigates interactions and relationships.

3.2 Emotional Development

Emotional development is the ability to identify and understand emotions within oneself and to respond appropriately to the emotions of others. Children's emotional development is characterised by five developmental sequences. These include the predictable phases through:

- emotions emergence
- self-awareness
- children come to recognise other people's emotions
- emotions regulation (self-control)
- emotional tasks.

Self-Assessment Exercise I

1. What is social development?
2. Explain what emotional development is.

3.3 How Children's Emotions Develop (Emotion Emergence)

Scientists believe that new born infant's real emotions do not appear until weeks after their birth. Emotions will emerge when their cognitive processes are developed enough to allow them to interpret what they are experiencing. However, babies experience varying emotions within their first year. They may not display all the emotions they would ever have. Emotions increase in number and complexity as children mature. Primary emotions include joy, anger, sadness and fear.

From this, other more differentiated emotions eventually develop. For example, joy branches out to include surprise, affection, and pride. The primary emotion of anger serves as a foundation for the eventual development of frustration, annoyance, envy, fury and disgust. The emergence of emotion in children is explained in table 1.

**Table 1: The Emergence of Children's Emotions during
the First Three Years of Life**

| Age | Emotions | | | |
|--------------------|-----------|-------------|---------------|----------|
| 6 weeks | Joy | | | |
| 3 – 4 months | | ANGER | | |
| 5 – 7 months | | | SADNESS | FEAR |
| 8 – 10 months | Surprise | | Separation | Shyness |
| | | | Anxiety | |
| End of first year | Elation | Frustration | Embarrassment | Stranger |
| | | | | distress |
| End of second year | anxiety | | | |
| | Affection | Defiance, | | |
| | | Envy & | | |
| | | Contempt | | |
| Third year | Pride | | Shame | Shame |
| | | | Guilt | Guilt |

| | | | | |
|--|---------|---------|---------|---------|
| | Empathy | Empathy | Empathy | Empathy |
|--|---------|---------|---------|---------|

Source: *Guiding Children's Social Development and Learning* by Kostelnik et al. P. 147.

Self-Awareness: This is the process of understanding and recognising one's own feelings. The newborns come without any sense of self. Infants' exploratory experiences in which they see themselves produce effects by their actions provide the initial basis for developing a sense of efficacy.

Young children's self-conscious emotions signal their sense of self. It has been observed that infants start to behave intentionally towards the end of their first year. This can be illustrated by this example: shaking a rattle produces predictable sounds, energetic kicks shake their cribs, and screams bring adults.

By repeatedly observing that, environmental events occur with action, but not in its absence, infants learn that actions produce effects. They learn that their goals frequently conflict with the goals of others. Soon, they realise that the self can be the focus of others intentions and emotional reactions.

As a result, they become increasingly sensitive to variations in caregivers emotional messages. Infants who experience success in controlling environmental events become more attentive to their own behaviour and more competent in learning new efficacious responses, than are infants for whom the same environmental events occur regardless of how they behave.

Emotional Regulation (Self-Control): Self-awareness can contribute to effortful control; that is the extent to which children can inhibit impulses, manage negative emotions and behave in socially acceptable ways. These capacities emerge between 12 and 18 months.

Resilience: Resilience encompasses four themes. These include:

- Critical mindedness which helps protect against experiences of discrimination and facilitates a critique of existing social conditions.
- Active engagement: This includes behaviour in school, at home and with peers such that children proactively and positively impact their environment.
- Flexibility promotes adaptation to cognitive, emotional, social and physical development.

Self-Assessment Exercise I

1. Identify some emotions that are noticeable among children before their first birthday.
2. What is self-awareness?

4.0 Conclusion

Emotions colour our lives including the children. According to Rathus (2006), we are green with envy, red with anger, blue with sorrow. Positive emotions such as love can fill our days with pleasure and negative emotions such as fear, depression and anger can fill us with dread and make each day a chore.

5.0 Summary

Emotion is a state of feeling that has physiological, situational and cognitive components. A number of theories concerning the development of emotions have been offered by Abraham Maslow, Erik Erikson and others. Researchers agreed that a handful of emotions are shown by children during the first few months. Emotions develop in an orderly manner and the development is linked to cognitive development and social experience.

6.0 Self-Assessment Exercise

1. What are emotions?
2. Describe the emotional development of children from birth to 12 months.
3. Write short notes on the following: self-awareness, emotional regulation or self-control, resilience.

7.0 References/Further Reading

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

Rathus, Spencer A. (2006). *Childhood: Voyages in Development*. (2nd ed.). United States: Thomson Wadsworth.

Unit 2 Theories Supporting Social and Emotional Development

1.0 Introduction

In every field of study including the study of children, theories guide the collection of information, its interpretation and its application to real-life situations. In the last unit, we discussed what emotion is and described the process of emotional development in children.

In this unit therefore, we shall look at what some psychosocial theories say about the child and examine the aspects that are relevant and support the knowledge of social and emotional development of the child. The theoretical framework of these great thinkers shapes several skills and behaviours that reflect underlying capabilities of children. In this unit, we shall discuss the theories of Abraham Maslow and Erik Erikson and their contributions to the social and emotional development of children in the early years.

2.0 Objectives

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

- explain the Maslow's hierarchy of needs theory
- discuss what is attachment theory
- describe Erikson's stages of psychosocial development.

3.0 Main Content

3.1 Maslow's Hierarchy of Needs Theory

Abraham Maslow was one of the proponents of the humanist theory. He developed a hierarchy of human needs which he called deprivation needs. He presented human needs in a pyramid model that presents a hierarchy of human needs that must be met before humans can be free to develop their most creative characteristics.

Maslow's hierarchy model has physiological needs at the base. Here, basic human needs for food, water and shelter would have to be met. The deprivation needs include the need for food, for body maintenance, shelter for protection from danger and water for survival. Safety need is part of deprivation needs. This is necessary to maintain an orderly and non-threatening environment.

Next to this, Maslow's theory presents the needs for love and belonging. To be part of a group, there is the need to have love and affection. Esteem needs focus on need to hold oneself in high esteem and to be held in high esteem by others. Franz and Anselmo (1995), submit that only after deprivation needs have been satisfied that people can be motivated by needs or the pursuit of values.

The highest level of the hierarchy is the self-actualisation. This presents the highest possible level of functioning so that the individual's skills and abilities are brought to full potential.

Children need environments in which they feel safe and secure. They need secured relationships, supporting love and belonging. Children need to feel valued and competent.

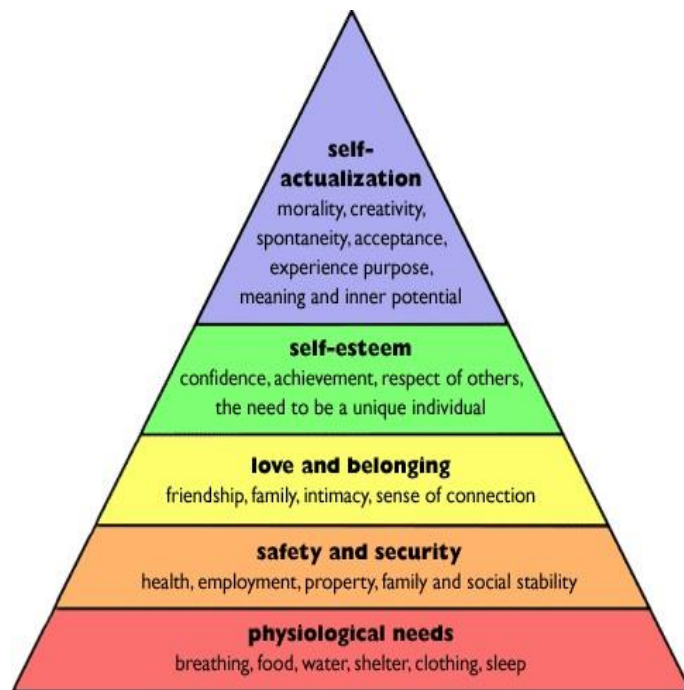


Fig. 1: Maslow's Hierarchy of Needs

Source:

https://www.google.com.ng/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0CAYQjBIqFQoTCMzb26_v9ccCFQbVWGodzx0DSg&url=http%3A%2F%2Fwww.business2community.com%2Fleadership%2F5-psychological-theories-that-every-leader-should-know-01240181&psig=AFQjCNF9-wa0T-ZtBldNXEVXl78ft0wh2w&ust=1442297584775782.

Self-Assessment Exercise 1

1. Identify the five levels of Maslow's hierarchy of needs.
2. Which aspects of the theory are relevant to social-emotional development of the child?

3.2 Erikson's Theory of Psycho-Social Development

Erik Erikson was one of the psycho-analysts whose work has influenced our understanding of emotional status of children. Erikson built on the theory of Sigmund Freud by expanding the five stages of emotional levels identified by Freud. He identified eight emotional stages. In his theory, the stages are sequential. He pointed out that it is necessary for children to resolve one stage positively in order to be successful with the next. According to Erikson (1968), normal development must be understood in relation to each culture's life situations.

The first four of these stages are helpful for the understanding of social and emotional development at early childhood stage of development. As it could be observed, each of the stages is identified by its contrasting outcomes.

For example, in basic trust versus mistrust, children (birth to 1 year) gain a sense of trust or confidence that the world is good from warm and responsive care. However, mistrust occurs when infants have to wait too long for comfort and when they are handled harshly.

Table 1: Erikson's Psychosocial Development

| Psychosocial Stage | Approximate Age | Task |
|---------------------------------|------------------------------------|--|
| Basic trust versus mistrust | Birth – 1 year | <ul style="list-style-type: none"> To establish a trusting relationship with a primary caregiver. To develop trust in self, others and the world as a place where needs are met. |
| Autonomy versus shame and doubt | 1 – 3 years | <ul style="list-style-type: none"> To strive for independence. |
| Initiative versus guilt | 3 – 6 years | <ul style="list-style-type: none"> To plan and carry out activities. Learn society's boundaries. |
| Industry versus inferiority | 6 – 12 years | <ul style="list-style-type: none"> To be productive and successful. |
| Identity versus role confusion | 12 – 20 years (Adolescence) | <ul style="list-style-type: none"> To establish social and occupational identities. |
| Intimacy versus isolation | 20 – 40 years (emerging adulthood) | <ul style="list-style-type: none"> To form strong friendships and achieve a sense of love and companionship. |
| Generativity versus stagnation | 40 – 60 years Adulthood | <ul style="list-style-type: none"> To be productive in terms of family and work. |
| Integrity versus despair | 65+ years (old age) | <ul style="list-style-type: none"> To look back at life as meaningful and productive. |

Source: Erikson, E. H. (1968). *Erikson's Psychosocial Development*

In autonomy versus shame and doubt, between ages 1 and 3, autonomy is fostered when parents permit reasonable free choice of the use of new mental and motor skills. When they are not allowed, then there could be shame and doubt. The importance of this is the fact that at each stage of development, if the social environment fails to provide the child with sufficient guidance to allow for a positive resolution of the stage, then the child emerges from the stage with psychological problems that make the next stage of crisis more difficult to resolve.

Self-Assessment Exercise 2

1. How many stages did Erikson identify in his theory of psycho-social development?
2. How many of them are relevant to early childhood education?

4.0 Conclusion

We have established in this unit that the stage theories of Maslow and Erikson and that of Bowlby have helped to explain the social-emotional development of children. They describe the relation of the individual's emotional needs to the social environment. They offered the basic framework for understanding the needs of young children in relation to society.

5.0 Summary

Maslow's hierarchy of needs theory presents a hierarchy of human needs and physiological needs which represents the basic needs whereas self-actualisation represents the pinnacle. From this theory, we know that children need environments in which they feel safe and secure. Children need secure relationships supporting love and belonging. They need to feel valued and competent, supported, given boosted self-esteem and self-competence.

In his psychosocial theory, Erikson saw development as a passage through a series of stages, each with its particular goals, concerns, accomplishments and dangers. The stages are interdependent. Accomplishments at later stages depend on how conflicts are resolved in the early years.

6.0 Self-Assessment Exercise

1. How do the theories of Maslow and Erikson provide a rationale for supporting social emotional development?
2. Explain the emotional theory of Abraham Maslow.
3. What are the implications of Erikson's emotional theory?

7.0 References/Further Reading

Darragh, J.C. (2010). *Introduction to Early Childhood Education: Equating and Inclusion*. New Jersey: Pearson Education Inc.

Erikson, E. H. (1968). *Identity, Youth and Crisis*. New York: Norton.

Kostelnik, M.J. et al. (2009). *Guiding Children's Social Development and Learning*. (6th ed.). New York: Delmar Cengage Learning.

Unit 3 Bowlby's Ethnological Theory of Attachment and Bonding

1.0 Introduction

Attachment is the strong affectionate tie which new born, infants and children have for special people particularly the primary caregivers who may be their parents, child minders or teachers in their lives that lead to pleasurable experiences and joy when they interact with them. They are usually comforted by being near to them in times of stress. Towards the end of the first year, children have become attached to familiar people who have been responding to their needs. In this unit, we shall examine the theory of attachment and its implication for the children in early years.

2.0 Objectives

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

- define what attachment/bonding is
- explain the theory of attachment
- discuss the role of attachment in the child's development.

3.0 Main Content

3.1 Bowlby's Ethnological Theory of Attachment

Bowlby (1980) recognises the infant's emotional ties to the caregiver as an evolved response that promotes survival. According to this theorist, social-emotional literacy depends on relationships.

Through these relationships with others, children learn information about themselves and what they can expect from people in their world. One of the main theories supporting the vital role of relationships in children's social-emotional development is attachment theory. The quality of relationships children have in their first year of life affects their lifelong quality of relationships.

One of the proponents of attachment theory was Bowlby (1980). His work was extended by Ainsworth (1978). According to attachment theory, the quality of relationships children form in their first years of life affects their lifelong quality of relationships. These include attachments with parents, primary caregivers and other adults. Attachment theorists believe that how infants are treated in their first year of life has an impact on how they respond to their primary attachment figure when anxious.

Securely attached infants will seek out comfort. Insecurely attached infants will respond in one of two ways, either they will avoid seeking out comfort as they have not learned they

will be comforted or they will react in a manner that demonstrates a desire for comfort coupled with anger or ambivalence.

The function of attachment behaviour is to keep an adult, who provides food, protection and comfort close to the infant. A mother who provides consistent, responsive care is frequently the person to whom the child is attached. Children who form what are called secure attachments with caregivers receive comfort when needed and are more confident to explore their world. Children who form insecure or disorganised attachments can be fearful, sad, anxious, clinged, rejected or angry in interactions with the caregivers.

Self-Assessment Exercise I

1. What is attachment?
2. Name two of the proponents of attachment theory.
3. Give examples of behaviours that can be associated with insecure attachment.

3.2 Four Phases of Attachment

Bowlby's theory states that the infant's emotional tie to the caregiver is an evolved response that promotes survival. According to him, the infant's relationship with the parents begins as a set of innate signals that call the adult to the baby's side. Over time, a true affectionate bond forms. This is however supported by the new cognitive and emotional capacities that the child is developing and of course the history of warm and sensitive care that the primary caregiver is providing.

Bowlby (1980), identified four phases of attachment as shown in Table I below:

Table I: Phases of Attachment

| Phases of Attachment | Age of Onset | Characteristics |
|---------------------------------------|---|--|
| Pre-attachment | Birth to 6 weeks | <ul style="list-style-type: none"> • Use signals such as gazing, crying, smiling and grasping to get close to parents/caregivers. |
| Attachment in the making | 6 weeks to 8 months | <ul style="list-style-type: none"> • Begin to recognise familiar faces (parents, caregivers). • Respond differently to strangers. |
| Clear-cut attachment | 6 to 8 months and 18 to 24 months | <ul style="list-style-type: none"> • Display distress on separation from familiar caregivers. • Demonstrate stranger anxiety. |
| Formation of reciprocal relationships | 18 months to 2 years throughout childhood | <ul style="list-style-type: none"> • Learn to negotiate with familiar caregivers. • Are willing to participate in give-and-take relationships. |

Source: *Essentials of Childcare and Early Education* by Estes, Linds

Having gone through these four processes, children construct an enduring affectionate tie to the caregiver that they can use as a secure base in the parent's absence. This image serves as an internal working model. The internal working model is a set of expectations derived from early caregiving experiences about the availability of the attachment figures. This model becomes a vital part of personality, serving as guide for all future close relationships.

To Bowlby (1980), children continually revise and expand their internal working model as their cognitive, emotional and social capacities increase and as they interact with parents and form other close bonds with adults, siblings and friends.

Ainsworth, Water and Wall (1978), studied infant caregivers bonds and they also identified four categories of attachment as shown in Table 2 below:

Table 2: Categories of Attachment

| Categories of Attachment | Characteristics |
|-------------------------------------|---|
| Secure attachment | <ul style="list-style-type: none"> • Are distressed on the departure of familiar caregivers but easily comforted on their return. |
| Avoidant attachment | <ul style="list-style-type: none"> • Are distressed on departure of familiar caregivers but avoid the caregivers on their return. |
| Resisted attachment | <ul style="list-style-type: none"> • Stay close to familiar caregivers before their departure and display angry behaviour towards caregivers when they return. |
| Disorganised/disoriented attachment | <ul style="list-style-type: none"> • May not resist familiar caregivers but may display contradictory behaviours such as walking slowly toward or turning away from caregiver. |

Source: *Essentials of Child Care and Early Education* by Estes, Lindas.

Self-Assessment Exercise 2

1. How many phases are there in Bowlby' theory of attachment?
2. Name the phases.

3.3 Implication for Classroom Practice

Much of the theory on teacher/caregiver - child relationship relies on the principles found in attachment constructs in which parent-child relationships define both the social-emotional competence of the child and the desirable emotional qualities of teacher-child relationships (such as secure attachment).

In this view, teachers function as attachment figures and children who are "securely attached" to teachers are likely to use the teacher as a secure base and explore their physical and social environments. Presumably, children developing close relationships with their teacher can utilise the support received from this positive relationship to explore the school environment.

In contrast, dependent and conflictual teacher-child relationships may have negative effects, interferes with learning and academic achievement of the child. When the fit between teacher expectations and child actions are at odds, children lack the potential support of an attachment figure.

4.0 Conclusion

The attachment theory reveals that the quality of relationships children have affects their lifelong quality of relationships. The infant's emotional tie to the mother or primary caregiver is the foundation for all later relationships. In other words, the infant-parent bond is vitally important. However, research has shown now that later development is also influenced by the continuing quality of the parent-child relationship.

5.0 Summary

Attachment is a powerful emotional tie or bond between two people but in this unit, attachment or bonding is the relationship between children and the caregivers - usually the mother. Attachment keeps infants close to their mothers, which is important for getting food and comfort and staying away from danger.

Theorists such as Bowlby and Ainsworth identified phases and categories of attachment. Many factors such as infant's opportunities to form close, stable relationships with one familiar caregiver, history of warm and affections received during infancy, all influence attachment.

6.0 Self-Assessment Exercise

1. Explain the ethological theory of attachment propounded by Bowlby.
2. Discuss in details the four phases of attachment as described by Bowlby.
3. Identify the Ainsworth four categories of attachment.
4. What are the implications of attachment or bonding for the growing child?
5. What is attachment theory?
6. What are the implications of this theory for young children?

7.0 References/Further Reading

Ainsworth, M.D.S. et al. (1978). *Patterns of Attachment*. Hillsdale, NJ: Erlbaum.

Berk, L.E. (2008). *Infants and Children*. (6th ed.). New York: Pearson Education Inc.

Bowlby, J. (1980). *Attachment and Loss: Vol. 3, Attachment*. New York: Basic Books.