



SUPPORTING CHILDREN'S POSITIVE MODEL OF BEHAVIOUR MANAGEMENT THROUGH THEORIES OF SOCIAL AND EMOTIONAL DEVELOPMENT

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Abstract: Theories of social and emotional well-being facilitate in supporting positive model of behaviour management, which is necessary to create a holistic learning environment. Teachers across the world utilize these theories to devise their behaviour management plans. Therefore, the significance of these theories is perennial. The focus of these theories is on the development of a whole child by taking into consideration the social, cultural, environmental, emotional and intrinsically motivational factors. Undoubtedly, these factors directly or indirectly influence a child's behaviour. The theories assist educators in finding the root cause of behavioural issues and equip them with certain strategies to foster positive behaviour management plans to make the learning environment safe for everyone. The essay will discuss the role of socio-cultural and humanistic theories in promoting a safe learning environment and positive model of behaviour management. The socio-cultural theory proposed that a child's strong bond with his society and culture provides a solid framework for his social and emotional well-being and positive behaviour. On the contrary, Humanism believed that a child's inner motivation and desire to achieve physiological, safety, attachment and self-esteem needs are vital for his social and emotional well-being and positive behaviour. Unlike socio-cultural theory, humanistic theory revolves around the learner being the source of the authority. The essay will also discuss challenging behaviours and the reasons behind them. It will also

elaborate how the selected theories help to avert such behaviours to create a positive behaviour management plan.

Keywords: socio-cultural theory, humanistic theory, behaviour management

Introduction:

The socio-cultural theory has major implications on children's social and emotional well-being. According to this theory, society and culture in which a child lives, makes a huge contribution in children's social and emotional well-being. (Nagel, 2012, p. 83) argued that sociocultural theory "reflects the view that learning and development is not just a process of increased mental sophistication but is also mediated through social and cultural interactions." According to Vygotsky, Social and cultural interactions hold a prominent place in developing high order functions including social and emotional development. Children live in their specific social, cultural, economic and historical surroundings and these socio-cultural contexts and background directly and indirectly influence their childhood and have a large impact on their development (Pritchard & Pritchard, 2013). The main perspective of socio-cultural theory is to describe how some of the social and environmental experiences that children receive can help them to grow and move from one stage to another, while developing their social and emotional well-being. The child's relationship and interaction with his parents, teacher, or peer influence his social and emotional well-being (Meadows, 2017). In contrast to socio-cultural theory, is the humanism theory which focuses on a person's needs, feelings, self-esteem and self-actualisation. It believes that humans are capable to set goals, solve problems and achieve their own potential without any social and cultural influence (Stoianov, 2017). Maslow's hierarchy of needs and motivation theory suggest that human beings are motivated to fulfil basic needs including physiological, safety, social and self-esteem needs. A child who has achieved all basic needs is motivated to achieve self-actualization needs where a person recognises his full potential (Bradford, 2012). Conversely, the socio-cultural theory believes that children learn new knowledge, skills and behaviour with the assistance of others, such as parents, teachers and siblings. Vygotsky's More Knowledgeable Others (MKO), Zone of proximal Development (ZPD) and Internalization are the mediums, through which children learn and develop social and emotional capabilities such as respecting others and their beliefs, cooperation, sharing, taking turns, controlling and regulating emotions and developing resilience. Socio-cultural theory has also emphasised the importance of observation in learning new behaviours. Jerome Bruner proposed that people learn by observing others and imitating their actions. In this way, young children develop social and emotional skills by repeating these behaviours, which they see in their surroundings (Smith & Berge, 2009). For instance, if a child

in a class will display a composed and calm behaviour, the other children will follow it and if the child will exhibit an inappropriate behaviour, the chances to adopt this behaviour by other children will also increase. The teachers in the class should promote respectful and appropriate behaviour management practices, so that students can follow and adopt those practices. On the contrary, humanism has focused on social and emotional well-being of children and considered them as basic needs without which a child is unable to get full potential of his learning. A child's desire for belonging and developing healthy relationships leads to social well-being while a child's desire for esteem needs for oneself such as achievement, mastery and esteem needs from others, such as respect and value fosters his emotional needs. Unlikely the socio-cultural theory, the humanistic approach has given a prominent value to human's intrinsic motivation, desires, dignity and worth. It believes on the development of human capabilities. Maslow's theory of humanism has given elaborations of how human needs and desires constantly change with the passage of time and how these needs and desires impact development of his personality including social and emotional development.

Literature Review:

The learning environment of a classroom plays a vital role in encouraging positive model of behaviour management. Warm, and responsive relationships build a foundation of positive behaviour (Hemmeter, Ostrosky, & Corso, 2012). A well-organised, and productive learning environment encourages respect for all and supports academic achievement. Socio-cultural and humanism theories help teachers to create a safe classroom climate, which is based on the shared perspectives of all the learners. They also assist teachers to develop positive interactions with students and their families to know and learn about students and their personalities for effective learning and to establish a classroom based on a mutual respect. Such safe learning environments have a tremendous impact on students' academic success. Socio-cultural theory facilitates an environment where children can feel belonging, respect and positive social interactions, which leads to their social and emotional well-being, resulting in positive behaviour and creating safe space to learn. The social and emotional development comes under Personal and Social Capabilities, one of the cross-curriculum priorities of Australian Curriculum and Reporting Authority (ACARA). Social and emotional development help students to manage themselves and to the world around them by resolving conflicts, developing resilience and participating in the teamwork (ACARA, 2018, V, 8.4). The main perspective of Vygotsky's studies is that children learn behaviour and cognitive skills with the help of their MKO, such as teachers or peers or older siblings, using imitative, instructed and collaborative learning (Dr Sue & Dr Anne, 2015). In socio-cultural learning environment, all the students are involved in each other learning by cooperation and collaboration. This theory includes

cultural values and perspectives of all students in the class to respect the diversity. For instance, a student from an African background is encouraged to share information of his culture with his class fellows to develop mutual trust and respect which leads to a healthy self-esteem, social and emotional well-being and positive behaviour.

Humanism promotes a safe and positive learning environment by considering learning as educating a whole person by taking into account his interests and capabilities to achieve full potential, while motivated intrinsically. The focus is on student centred learning where teacher is a facilitator rather than a director who does not follow the rigid teaching, but instead focuses on each child's interests and talents and creates a stimulating environment (Dr Sue & Dr Anne, 2015). Lessons are developed according to each child's abilities, interests and uniqueness to give him a chance to succeed and receive positive reinforcement and encouragement. Such students do not involve in aggression and make the environment safe for everyone. In this environment, students are responsible for their own learning and given freedom to demonstrate their creativity, which increases student's self-esteem, emotional well-being and willingness to learn and exhibit positive behaviour (Conway, R. 2012). The cooperative learning is a vital component of humanistic theory where students in small groups work together and takes the responsibility of their roles and work towards a common goal. This type of learning promotes social well-being of children because it fosters peer relationships, conflict resolution and supporting each other (Doherty & Hughes, 2009). Such learning environments help in creating safe learning experience for all children because children's social and emotional needs are being met and they do not involve in inappropriate behaviour.

Challenging behaviour in a classroom environment disrupts the productivity of the class as a whole. The most common externalizing and internalizing behaviours include aggressiveness, striking out, disobedience, or impulsive, anxiety, social withdrawn, depression, obsessive compulsive and students with challenging behaviours often have learning difficulties related to academic skills, thinking skills and awareness of the thought process (Conway, R. 2012). There is always a reason behind the challenging behaviours and it might be a way to express it. Therefore, it is an essential for a teacher to know the causes and strategies to deal challenging behaviour with the help of theories of social and emotional development. There are many factors that influence students' behaviour. Bronfenbrenner's ecological systems model has linked behaviour directly with relationship to self, to others and to school, while home factors, socio-economic factors and social/cultural /religious factors indirectly affect behaviour (Powell, S., & Tod, J. 2004). According to socio-cultural theory, a child who has not been able

to develop social awareness, cognition and emotion regulation, will display an inappropriate behaviour. The weak links with the community can lead to poor social and emotional well-being. To direct challenging behaviours, socio-cultural theory provides collaborative learning activities using Vygotsky's MKO, ZPD and scaffolding techniques within the curriculum to encourage social interactions and sense of belonging (Meadows, 2017). For instance, think-pair-share, group discussions, role plays, and case studies require students to collaborate with each other and take responsibility of their roles to complete an activity. It will allow students to practice and observe appropriate social awareness and emotion regulations techniques. The involvement of parents' input regarding social interactions will also benefit in addressing child's behaviour. The appreciation of children's home culture in the classroom is a great way to boost their self-esteem and he will feel valued.

Potential, choice, motivation and self-awareness are considered components in humanistic approach through which behaviour can be conditioned. The humanistic perspective supports student-centred environment. The content which does not focus on child's interests, needs and talents, cause troublesome behaviour (Conway, R. 2012). Likewise, an inappropriate teaching and learning strategies and resources, a dis-engaged curriculum that is not related to student interests, and an unmotivated classroom all have a role to play in students' behaviour problems. That is why, the emergent curriculum is given importance in education. "An emergent curriculum is constantly evolving in response to children's changing needs and, interests, parental and community interests and concerns" (Queensland studies authority, 2013).

Children often display disrupted behaviour when their self-esteem is very low and they considered themselves lower than others (Doherty & Hughes, 2009). They think that others are not thinking good about them. This feeling is the obstacle in achieving motivation and self-actualization, leading to the negative behaviour. Children's self-esteem can be developed by supporting the healthy sense of their strengths, a sense of how they can improve their weaknesses, along with celebrating their achievements and by providing can do opportunities to experience success and gain mastery (Duchesne, McMaugh, Bochner, & Krause, 2012). Likewise, a child who wants to talk and socialise during learning will be shown more troublesome behaviour and cause disruption if the lesson is teacher directed. For such students, discussion as a teaching strategy works best, as they will get a chance to express their opinions and socialise with others. Moreover, cooperative learning strategies where children work within small groups towards a common goal can have a positive effect on self-esteem and develop peer interactions, all contributing towards positive behaviour. The greatest benefit of cooperative learning is that it is driven by student's intrinsic motivation because they are motivated to help and learn from each other by sharing their understandings (Dr Sue & Dr

Anne, 2015). When they achieve their common goal, their academic work is valued by their peers. This results in higher self-esteem.

Conclusion:

To conclude, the essay has sophisticatedly explained the importance of theories of social and emotional development in promoting positive model of behaviour. The positive behaviour has been linked with safety throughout the essay. It has thrown light on how certain internal and external factors such as society, culture, environment, emotions and internal motivations has a great impact on child's behaviour. In accompany with, certain strategies have been mentioned to address the negative behaviour for safety of everyone in the classroom. Firstly, the socio-cultural approach has been discussed in relation with creating a safe and positive learning environment with a focus on how child's sense of belonging within his social and cultural settings fosters his social and emotional well-being resulting in positive behaviour. Secondly, humanistic approach has been elaborated with more emphasis on developing a whole person by taking into account, his interests, choices and creativity and celebrating his achievements to develop healthy self-esteem to encourage positive behaviour. The essay has also mentioned challenging behaviour and the root cause of them along with how theories of social and emotional development (socio-cultural and humanism) assist in avoiding such behaviours to create a safe learning environment and positive model of behaviour management.

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