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EDUCATION

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Unit 1: Concept and Nature of Early Childhood Education

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1.0 INTRODUCTION

Child Psychology is an area of great importance to the researchers, educators and teachers. It focuses on the pattern of the childhood development as a scientific field of study. Childhood is the first stage of the overall human development. Early Childhood therefore is defined as the period of child's life from conception to age four. This implies that this period deals with the understanding of developmental psychology in which children learn under stimulating environment. This time frame includes Pre-natal development and continues through the early primary school years.

Early childhood and primary education are the bench marks of educational system in Nigeria. Early Childhood Education

otherwise known as pre-primary education is now an integrated part of Nigeria education system as specified in the National Policy on Education (FRN 2004, 2013). One of the structures of the Nigerian education system is Early Childhood Care Development and Education (ECCDE). The Federal Republic of Nigeria (FRN, 2013) in its National Policy on Education emphasized ECCDE as one of the stages of basic education which encompasses the early childhood education. The same policy pointed out that ECCDE is segmented into ages 0 – 4years situated in daycare or crèches or nursery fully in the hand of the private sector and social development services. Recently, the three-tiers of government in Nigeria are fully involved in this basic education programme. But the early years (0-5) are crucial for the development of a child and any support given at this stage helps to promote physical, cognitive and psychosocial development of young children. This period requires skilful, knowledgeable and well equipped teachers and caregivers for the task. Caregivers and teachers of pre-scholars should have such qualities as kindness, tolerance, gentleness, enthusiasm. More

importantly they should possess the minimum of the Nigeria certificate in Education (NCE) as teaching qualification.

3.1.2

Development is critical and plays a significant role in maturation and learning in each stage of Human development. Other aspects of development changes are the social expectations for each stage of development.

2.0 OBJECTIVES

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

- (i) Define Early Childhood and Early Childhood Education.
- (ii) Outline the purpose/objectives of Early Childhood Education.
- (iii) Enumerate the philosophy of Early Childhood Education

3.0 MAIN CONTENT

3.1 DEFINITION AND DESCRIPTION OF EARLY CHILDHOOD EDUCATION

3.1.1 The Meaning of Early Childhood

Childhood begins after infancy at the age approximately two years and extends to the age of five years. Childhood is subdivided into three stages namely: Early childhood, Middle childhood and late childhood. But this unit focuses on early childhood.

Early Childhood is the first stage of childhood development; it extends from 2years to 5years approximately 6yeras. Early childhood is defined as the period of child's life from conception to age 8years (Myers Hifeld, 2000). The early childhood stage falls within daycare, crèche or nursery i.e. early childhood education.

According to Federal Republic of Nigeria (FRN 2013) in its National Policy on Education States that early Childhood Care Development and Education (ECCDE) is the Core, Protection,

Stimulation and Learning promoted in children from age 0 - 4years in a crèche or nursery. Early childhood education (pre-primary education or preschool education) has been defined as education given in an educational institution to children aged 3 to 5years prior to their entering the primary school (FRN, 2004).

Early childhood education is linked with ECCDE. ECCDE implies Early Childhood, Care Development, and Education. Early childhood has been defined earlier, while care is one of the key factors in the promotion of children;ie, optional development. Care is integrated set of actions that ensure for children, the energy of protection and supports for their health, nutritional, psycho-social and cognitive aspects of development (Myers and Lifeld, 2000).

Development as an aspect of ECCDE is defined as the process of change in which the child manipulates object and interact with people at more complete level in the environment. In this regard, Nigeria has given attention to the needs of pre-school education in the new Universal Basic Education (UBE)

programmes of 1999. The children are in a period of rapid physical growth and development and a critical period for the development of cognitive functions:

- 1) The field of human development is regarded as developmental psychology.
- 2) Development psychology regulates the structural or physical function and behavioural changes which take place in the human being with increase in age. It emphasizes on the socio-emotional, cognitive or mental, physical development of a child.

It also involves growth and developmental changes in term of differentiation, the maturation and learning, integration of biological, cognitive and affective.

- 3) One of the branches of developmental psychology is child psychology. Child psychology is the care of developmental psychology since behaviour develops rapidly in the childhood state (Ajoie, 2006)

3.1.2 Developmental Skills in Early Childhood

Development is critical and plays a significant role in maturation and learning in each stage of human development. Other aspect of development changes are the social expectations for each stage of development which Havighurst labelled as developmental task. Each stage of development for example, Early Childhood Stage has its difficulties and challenges and is affected by cultural belief and changes.

According to Havighurst, a developmental task is a tasks which arises as or about a certain period in the life of the individual, successful achievement of which leads to happiness and to success with later tasks, while failure leads to unhappiness and difficulty with later tasks. The above definition emphasized the child's developmental needs and the opportunities available to early young Child to develop the skill, knowledge and ability generally associated with this age. According to him, at each new stage of development there are certain task, skills, attitudes and understanding that must be met before an individual/person can move into a higher level of development.

The list of developmental tasks from birth to 6years which falls into early childhood are “learning to walk; learning to take solid food; Learning to talk; learning to control the elimination of body wastes; learning sex differences; achieving psychological stability, forming simple concepts of social and physical reality; learning to relate oneself emotionally to parents: siblings and other people, learning to distinguish right and wrong and developing a conscience”.

The above developmental tasks help parents, caregivers and teachers to remind them their major responsibility in terms of creating experiences and opportunities to prepare the young children to accomplish the tasks appropriate for their age level to enable them successfully adjust in the societal environment.

3.3 PURPOSES OF ECCDE

Early childhood education is associated with pre-primary education and pre-school education. These terms could be used interchangeably in this regard.

The overall development of a child involves mental, physical, social, moral and emotional development. These address the following purpose of ECCDE in the most current National Policy in Education (PRN, 2013) as:

- a. Effect a smooth transition from the home to the school,
- b. Prepare the child for the primary level of education,
- c. provide adequate care, supervision and security for the children while their parents are at work;
- d. Inculcate social, moral norms and values,
- e. Inculcate in the child the spirit of enquiring and creating through the exploration of nature, the environment, art, music and the use of toys etc.
- f. Develop a sense of co-operation and team spirit;

- g. Stimulate in the child good habits, including good health habits and
- h. Teach the rudiments of numbers, letters, colours, shapes, forms etc.

These objectives also serve as the objective of kindergarten education. The implementation of the above objectives needs the responsibility of the government to provide for the training and retraining to qualify teachers adequately for the number of ECCDE programme and develop suitable ECCDE curriculum for national implementation. The United Nations International Children's Education Fund (UNICEF) has also been assisting the efforts of government by organizing training the trainers capacity building workshops for teachers and teacher educators in this area.

SELF ASSESSMENT EXERCISE 1

- i) Define Early Childhood
- ii) Explain what is meant by Early childhood education
- iii) Enumerate the purpose of Early Childhood Education

- v) Identify two types of Early Childhood Education and explain them with examples.

You may include the following answers:

- i) Early Childhood is defined as the period of child life from conception to age five plus.
- ii) Early childhood education (preprimary education) has been defined as education given in an educational institution to children aged 3 to 5 years prior to their entering the primary school.
- iii) The purpose of Early Childhood, Care, Development and Education (ECCDE) are to:
- Effect a smooth transition from the home to the school;
 - Prepare the child for the primary level of education,
 - Inculcate social, moral norms and values.
 - Develop a sense of cooperation and team-spirit etc.

4.0 CONCLUSION

In this unit, you have learnt the concept and nature of early childhood and its developmental tasks emphasizing the major responsibility of caregivers and teachers in creation of experiences and opportunities to prepare the young children to accomplish the tasks appropriate for their age level. You have learnt the meaning and nature of early children education.

Furthermore, you have learnt the purpose of ECCDE which is in line with Nigerian National Policy on Education.

5.0 SUMMARY

You have learnt in this unit that:

- i.) Early childhood is the period of child's life from conception to age four plus. It is the first stage of childhood development.
- ii) Early childhood education means education given in an educational institution to children before their entering the

primary school. The early childhood stage falls within daycare or crèche/ nursery.

- iii) ECCDE is the care, protection, stimulation and learning promoted in children from age 0 – 4years in a crèche or nursery.
- iv) This period requires caregivers and teachers who are knowledgeable, skillful, patience, tolerance and well-equipped for the tasks.

6.0 TUTOR MARKED ASSIGNMENT

- (i) Explain the meaning of ECCDE?
- (ii) Outline five purposes of ECCDE and explain them.

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UNIT 3: HISTORICAL PERSPECTIVES OF EARLY CHILDHOOD EDUCATION AND PHILOSOPHERS

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4.0 Conclusion

5.0 Summary

6.0 Tutor Marked Assignment

7.0 References/Further Reading

1.0 INTRODUCTION

In unit 1, we discussed conceptual clarification of early childhood and early childhood education. This unit highlights the historical perspective of early childhood education. Early childhood education or pre-primary education corresponds 0 – 4years plus (infancy, or babyhood, early childhood) originated from the Western education Tradition and great Greek Philosophers in the past.

2.0 OBJECTIVES

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

- i) Discuss historical contributions of Greek Philosophers of early childhood education in the Nigerian Traditional Society

- ii) Trace history of early childhood education from the Nigerian colonial era.
- iii) Discuss the emergence of early childhood education in post-colonial era in Nigeria.

3.0 MAIN CONTENT

3.1 THE GREEK PHILOSOPHERS

In the Western Education Tradition and Early Childhood Education and Development, the Greeks and European Philosophers were the earliest to spread the growth of early childhood education. The Greeks were the first to initiate the development of early childhood education. The Greek Philosophers and European Philosophers such as: Socrates, Plato, Aristotle, John Amos Comenius, John Locke, Jean Jacques Rousseau, Joan Heinrich and Pestalozzi etc. influenced the earliest ideas on early childhood education. Others were Herbart, Froebel, Montessori, Whitehead and Dewey. These Philosophers contributed in no small measure for the growth and development

of early childhood education (or pre-primary, pre-school education).

Socrates (469 – 399 B.C) was the prime mover of earliest philosopher that had relevance to early childhood education. Socrates was one of the Greek teachers of education. Even though he had no written records concerning his philosophy and biography, his ideas were expanded by Plato (former pupil of Socrates), Xenophone and Aristotle made comments about Socrates contributions to knowledge, aims of education and Socratic method of teaching, especially through the questioning method. To Socrates, the aim of educating the child is to retrieve that knowledge from him using critical reasoning and knowledge that will lead the learner's self-actualization. The child's knowledge acquisition should be democratized without measure of indoctrination or dogmatism. It was his teaching against dogmatism that led to his city state sentencing him to death. Socrates was reputed as the first tutor of Plato to employ the questioning method named after his name "The Socratic method of Teaching.

Plato (427 – 347 BC) was a Greek moral philosopher and an idealist who mentioned Nursery, Kindergarten and elementary schools among the educational leaders of his time. Plato made a special historic contribution to early childhood education (pre-primary education). He emphasized that the beginning of early childhood or pre-primary education needs qualified teachers for pre-scholars, content of the early child education, the state or government commitment to pre-scholars, punishment of deviant/mischief pre-scholars, character education and pre-primary education should be the responsibility of the National or Federal government. For example, Plato mentioned that early childhood education or pre-primary education should commence in year one after the birth of the child. The first stage of Plato's education system included the pre-primary education given to the pre-schoolers of the age bracket, zero to six years.

Furthermore, he emphasized that a teacher knowledgeable in content and methods of teaching or pedagogy be employed to teach pre-schoolers and prevent the pupils from mischief. Plato is called the greatest of all socrates's pupils because of his

contributions to education especially early childhood education. Thus Plato laid the foundation of the discovery method of teaching.

Aristotle (384 – 322BC): was a pupil of Plato. As a Greek educator and philosopher, he made relevant contributions to pre-primary education (early childhood education). Aristotle believed in character education and intellectual education. He also believed that early childhood education should be handled by the pre-schoolers' parents. To Aristotle, educational levels including early childhood education should be financed and control by the government. He was better known as the father of inductive reasoning. Aristotle recommended that the pre-schoolers' physical development involved major activities provided by the teachers and caregivers.

John Amos Comenius (1592–1670) was a clergyman and an educator, born in a Moravian Village in Chechosloviakia in 1492. As a philosopher, he contributed to pre-primary education as a result of his experiences in a school that had poor teaching

facilities and resources. He was the pioneer of women/girl-child education Comenius in "The Great Didactic in 1637 advocated for the mother school for the first six years of life. Comenius reiterated that there was to be a mother school in every home for every child. John Amos Comenius believed in the Universalization of education including the pre-primary education. He also proposed that the first stage of education system should be the pre-primary education (pre-school education or early childhood education) below the age of six. He remarked that pre-school education curriculum should comprise reading, writing, arithmetic, social and moral education. He stressed that the children's mother-tongue should be the language of instruction.

Comenius also recommended that effective teaching requires conducive learning environment with relevant subject content based on the needs and interest of pre-scholars. He emphasized teaching and instructional aids as evident, in his book: *Orbis Pitus* in 1658 i.e. the first picture book which pre-school children's teachers should use to motivate the pre-schoolers effectively to learn and correct their behaviours. He did

not encourage corporal punishment to the pre-schoolers. Comenius in his book, *Pampaedia* devoted a chapter to the qualities of a good pre-school teacher. Thus Comenius advocated the division of education system into Nursery (mother), primary school (Vernacular), Latin or Secondary school for children of 12 - 18years and the University for Youths of 18-24years. He advocated for the use of teaching aids/resources in teaching and Learning. Comenius stressed that pre-scholars should be given moral education. John Amos Comenius at this period viewed education as a powerful tool for achieving ones potential by pre-scholars.

Jean Jack Rousseau (1712-1788) was a French Philosopher born in Geneva (Switzerland). He believed in child-centred education. Rousseau wrote a book called *Emile* which gave great impetus to the relevance of beginning education early. In this book, he emphasized consideration of the age, and advised that education must consider the differences in the age of the learners. He stressed the need for natural development of the child, and all learning tasks should fit the various levels of the

child's natural development. Rousseau advocated the understanding of the nature of children and the need to consider individual differences and variations of children in aspect of the school work. He also recognized differences in maturation, ability and intelligence. Rousseau as an idealist emphasized education through direct experiences (discovery) and senses. He believed in the application of the discovery, problem-solving and questioning methods in teaching children. The education of the pre-scholars should take into consideration the needs, interest and an experience of the child's learning both in the school and community. Rousseau encouraged the use of instructional materials in the teaching of pre-scholars and these materials should also encouraged learning through services. The teacher should be knowledgeable in his career, respect individual differences, cultivate affection for his pupils and in general should meet up his job expectations. Rousseau also approved moral education and punishment for the pre-schoolers.

Another philosopher of early childhood education was John Heinrich Pestalozzi (1746 – 1827), a Swiss educational reformer

born in 1746 in Zurich Switzerland who continued in the new naturalistic tradition in education which was started by Rousseau. This is the tradition that holds among others that the education of the child should be in accordance with nature" i.e understanding the nature, needs individual differences, personal experiences, expressed interest and observed capacity of pre-schoolers concerning the school work and activities. His educational contributions were on child-centred education. Pestalozzi like Rousseau gave priority to the teaching of moral education. The methods of teaching in pre-school according to Pestalozzi are recorded in his book titled: "**How Gertrude Teaches Her Children**" when he emphasized the importance of subject matter presentation and the use of appropriate examples in teaching. He also believed in observation and direct experience as processes of learning. In this regard he employed experimental methods, field study and the use of instructional materials as his key methods of teaching especially to pre-scholars. Pestalozzi as a German educator and philosopher, was inspired by his love for children.

Pestalozzi approved the importance of classroom management in the pre-schoolers' classroom settings accompanied with practical, moral and intellectual activities for pre-schoolers. Hence he believed that the pre-schoolers teachers should be adequately trained in early childhood education for effective curriculum delivery.

John Fredrich Herbart (1776-1841) as a psychologist, philosopher and educationist was born in 1776 at Oldensberg in Germany. Herbart as a teacher, he founded a teacher seminary for the training of teachers. He also believed that education should mould character and personality of pre-schoolers which can be built through instruction. John Fredrich Herbart believed that the interest of the learner account in the teaching and learning process in which the teachers should be able to motivate their pre-schoolers.

Herbart advocated five steps in the learning process namely: Preparation, Presentation, Association, Generalization and Application.

These are used as practical steps of planning lessons, and for teaching; and the teacher should have the knowledge of subject matter, and knowledge of teaching methods. He said that teachers should encourage discussions and promote teacher and learner intention. He stressed that morality is an essential part of learning, coupled with a good classroom environment where children ask questions freely and discuss classroom problems under the guidance of the class teachers.

Fredrich Froebel (1782-1851), a German was born in 1782 as born teacher. He advocated child-centred education and found Kindergarten school which he regarded as a "garden where children grow. He employed child-centred method of education for young children. He emphasized self activity and purposeful play in teaching and learning process in early childhood education. Froebel also provided instructional materials called "GIFT" which encouraged the pre-schoolers to learn as they played. These gifts include drawing, paintings, colouring, dramatic stories, Modeling and more which provided a series of activities for pre-scholars. In addition to play way method, he

introduced the experimental and group methods of teaching. Froebel introduced the application of SIMULATION GAMES in teaching the pre-school children through introduction of gifts which is useful in Junior Primary School.

Maria Montessori (1887-1952) was the first Italian Lady Medical Doctor born in 1871. She founded a type of Kindergarten referred to as "Houses for children" where she translated her educational ideas and philosophy into practice. Montessori stressed that the freedom of the child and learning through the senses and a sense of instructional materials which develop the child's sensory and muscular responses. She emphasized that maturation (readiness) is important in learning and play way, the experimental and the group methods including the application of stimulation Games are essential in teaching the pre-schoolers. Montessori focused more attention on the teaching of handicapped children as a result she introduced special schools for handicapped all over the world.

John Dewey (1859 – 1952) was regarded as a modern philosopher and American educator who lived between 1859 and 1952. Dewey stressed that all education must start from early childhood education. He was known as a child-centred educationist because of his devoted interest in the child. Dewey was also the founding father of the present day project method of teaching because he believed that education should be based on the child's practical experiences in the school and society. He noted that experiences selected by the teacher should be of quality and varied and must consider the child's needs and interest as well as the needs of the society. Dewey advocated the problem solving approach of education which implies that the child could solve real-life problems that confront him through logical thinking. In addition he advocated the activity method of teaching and learning. Dewey stressed that education is a continuous process and the teacher must take this into account. The Home and social environment of the learner including maturation (readiness), interests, and maturation which promote the child's psychological and intellectual development. Dewey

wrote a number of books and articles on education which include Democracy and Education, my Pedagogic Creed, and the School and Society. These works found expression to his educational ideas and theories which provided useful insight to teachers.

SELF ASSESSMENT

Briefly state five contributions of earlier philosophers and educators to Early Childhood Education

You may expect the following answers among others:

The Philosophers and Educationists contributed to Early Childhood Education in the following ways:

- They recognized early childhood education in terms of starting early in lifetime.
- Early childhood education should be given to every child whether handicapped or normal.
- They recommended appropriate teaching methods to pre-schoolers teachers such as playing, discussion, questioning,

problem solving, group study and more including the use of teaching materials.

- Majority of them believed on child centered education earlier.
- Philosophers and educator believed on the development of child study and infants learning methods.

4.0 CONCLUSION

The Greeks and European philosophers and educators initiated the growth and development of early childhood education which is relevant to Nigeria system of education especially at pre-primary and primary education

The origin of child-Centred education was established by the Greeks and European philosophers and educators. They contributed to the development of child study and “infants” learning methods such as discovery method, problem solving method, questioning method, experimental methods, group method and use of teaching aids.

The philosophers and educationists emphasized the importance of play in teaching children especially at early childhood stage.

5.0 SUMMARY

In this unit, we have learnt that:

- The relevance of earlier philosophers' and educators' contributions to the historical perspectives of early childhood education.
- They stressed that the beginning of any education system of any country must start from early childhood education.
- The philosophers/educators advocated child-Centred Education.
- Education should be given to handicapped or normal children i.e education should be democratized.

6.0 TUTOR MARKED ASSESSMENT

1. Outline the contributions of any five philosophers/ educators to the historical perspectives of early childhood education.

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UNIT 3: RESEARCH METHODS IN EARLY CHILD/MIDDLE CHILDHOOD DEVELOPMENT

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1.0 INTRODUCTION

Apart from teaching the subject matter to the child and the teaching method, teachers and caregivers should also conduct researches on the preschoolers development. "Coolidge of child development can help teachers to understand and appraise cultural and developmental diversity. Child development researches guide teachers, caregivers and parents in interacting with preschoolers which promote positive behaviour and learning

process. In this unit therefore, you will be exposed to various methods of research in childhood especially in early childhood development and classroom research will also be emphasized.

2.0 OBJECTIVES

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

- (i) Outline and discuss four major research methods in early childhood development.
- (ii) Discuss some practical application of action research in the classroom.

3.0 MAIN CONTENT

3.1 ACTION RESEARCH METHOD IN THE CLASSROOM

Action research indicates informational research conducted by teachers and caregivers to ensure pressing questions related to classroom life are answered especially in the areas of teaching, learning and children's development (Trawick-Smith, 2006).

The action research in the classroom is classified into quantitative, conservative and qualitative. Classroom observation

is associated with the developmental checklist of behavioural characteristics that are of interest to a teacher. The quantitative classroom observation enables the teacher to gain understanding of children's growth and development in particular areas. In this respect, the developmental checklist is a classroom observation system in which the teachers or caregivers rate the children's attainment of certain developmental characteristics such as assessing social development of preschooler, playing and interacting with peers or resolving conflicts and challenges.

Developmental checklist can apply several types of coding system procedures such as event sampling and time sampling (Trawick. Smith, 2006, Chetam 2000) According to Trawick-Smith, event sampling is a method of observing children in which the teacher or researcher record the number of times a particular behaviour or events occurs for example, a teacher who is interested in how frequent children exhibit aggressive behaviour. On the other hand, "time sampling implies a research method in which a teacher or researcher observes children at regular time intervals and records interactions that occur during that period".

Anecdotal records and case studies are types of qualitative classroom observation methods. Anecdotal records are often used in the classroom in which children's behaviour is observed and recorded in a rich interaction. Trawick-Smith emphasized that writing anecdotal records includes the following steps:

- "Selecting a child or children to be observed
- Selecting the focus of the observation
- Taking notes during observations
- Writing up observation and
- Interpreting anecdote research i.e writing conclusions and recommendations for intervention with the child or family"

In case studies especially in the classroom, the teacher is involved in gathering in-depth information on a child or family and writing an extensive narrative profiling development (Trawick-Smith).

Correlation studies comprise correlation study, cross-sectional study and longitudinal study. Correlation study implies measuring two traits involve where a trait is studied by examining children of many different ages at one time. In this case,

developmental friends are determined by comparing one age-group to another.

Longitudinal study implies a research in which a group of children is studied over a long period of time to observe changes in behaviour and development of various ages.

Another research method in young children is an experimental study which involves a treatment (experimental group), a control group does not receive treatment and the researcher finally compares the outcomes of the two groups, for example if children provided with nutritional educational services are better off than those who did not receive there services where the intervention caused positive outcomes. The method offers cause and effect relationship in addition, quantitative method such as Ethno- graphic research study is where the researcher spends significant time working with a group, a family, a community or classroom) and writing qualitative description of the observation.

SELF ASSESSMENT EXERCISE

- (i) Identify five steps in writing anecdotal records and briefly explain them

Answer the self assessment exercise 1 may include:

The five steps that are followed in writing anecdotal records are:

- (i) Selection of child or children to be observed for example selecting a child or children through observations during play area.
- (ii) Selection of the focus of the observation:** This implies that teachers observations on a particular behaviour or area of development. Teachers may focus on common classroom problems.
- (iii) Taking brief notes during observation especially the names of the children involved in a particular behaviour areas.
- (iv) Writing up observation:** This implies that teacher writ up their anecdotal records in a more descriptive from.
- (v) Interpreting anecdotal records (Observations):** This implies that the teacher reflects on observations and thereby

he/she concludes and makes recommendation with the child or family.

4.0 CONCLUSION

Some of the research methods used in studying young children are ethnography; experimental study; anecdotal records and action research, in the classroom (quantitative classroom observation and qualitative observation); correlation studies (correlation study, longitudinal study and cross-sectional study) etc.

5.0 SUMMARY

In this unit, we have learnt that:

- (i) The research methods in childhood development especially in early childhood development are ethnographic study, experimental study, developmental checklist, anecdotal records, case studies correlation studies, cross-sectional study, longitudinal study etc.

For instance Ethnographic study involves the researcher spending significant time working or living with a group in a

community or a family or a classroom and writing qualitative descriptions of their observation in each setting.

Experimental study deals with treatment group(s) i.e. the experimental group(s), and control groups(s) which do(es) not receive any treatment (i.e. placebo) and the researcher finally compares the outcomes of the two groups.

Another research method employed especially in preschools is correlation studies (correlation study, cross-section study and longitudinal study). This involves gathering information concerning children from time to time for a long period of time based on the areas of the problems/conflicts.

MODULE 2: EARLY CHILDHOOD GROWTH & DEVELOPMENT

Unit 1: Understanding Growth & Development in Early Childhood.

Unit 2: Major Theories of Early Childhood Development

Unit 3: Erick Erickson psychosocial theory

Unit 4: Cognitive Developmental theory

Unit 5: Behaviourist theory of ECE and Middle school Development

Unit 6: Additional theories of Child development

Unit 7 : Implications

UNIT 1: UNDERSTANDING GROWTH & DEVELOPMENT IN EARLY CHILDHOOD/MIDDLE CHILDHOOD

CONTENTS

4.0 Introduction

5.0 Objectives

6.0 Main Content

3.1 Basic Principles of Growth Development in Early Childhood
and Middle Childhood.

4.0 Conclusion

5.0 Summary

6.0 Tutor Marked Assignment

7.0 References/Further Readings

1.0 INTRODUCTION

In Unit 1, Module 1, we have defined early childhood and early childhood education. In this unit therefore the emphasis will be the basic principles of growth and development in early childhood. Some scholars in the area of psychology use growth and development interchangeably while others distinguish them.

2.0 OBJECTIVES

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

- (i) Discuss three basic principles of development in early childhood stage.
- (ii) Identify and explain two factors influencing growth and development in early child stage.

3.0 MAIN CONTENT

3.1 Growth and Development in Early childhood stage

The child's experiences from the day he is born, play on essential role in her training and education in the development of life-long education. In this regard, education will be extended downward to the pre-school child. Growth and Development in

Early childhood have been interchangeable used by most of the developmental psychologists and educational psychologists because both are interrelated and interdependent on each other in terms of processes. It is difficult to differentiate the roles each of them plays in the personality development of an individual. But are they the same?

Growth is defined as qualitative changes that occur in bodily dimensions such as height, weight, and size. For instance, the child grows mentally as well as physically. This implies that the child has the tendency of learning, remembering and reasoning probably as a result of the brain. In contrast, development refers to qualitative and quantitative changes that occur in an individual child. Development goes along with growth.

SELF ASSESSMENT I

1. Define
 - a) Growth
 - b) Development
2. Differentiate between "Growth" and "Development" in Early Childhood.

Changes occur as a result of maturation, Learning and experience. Development leads towards the goal of maturity. But maturity marks the end of growth and development. The Early Childhood growth and development involves differentiation, increase in size, and complex form of organization.

3.2 Basic Principles of Development in Early Childhood Stage:

The early childhood stage has patterns of development. These patterns are development as both maturation and learning or development as synthesis of maturation and learning.

Piaget in this regard, identified basic elements in development as maturation, experience, socially transmitted

development such as learning through language, schooling or training by parents; and adaptation to environmental demands (equilibration).

Hurlock, (1972) and Chauhan (2000) defined development as a progressive sequence of orderly and coherent changes. Progressive according to Hurlock signifies that the changes are directional leading forward rather than backward. Orderly and coherent suggest that there is a definite change between a given stage and the stage which precede or follow it.

Chauham (2000) also states that development is both a continuous process and cumulative in nature. He further stated that development is an interaction between an individual and his environment in addition to heredity as a factor.

Again, each child has his own role of physical, mental emotional and social development and even at different ages. Children have different rate of development. These basic principles of development already mentioned like maturation,

learning, heredity and environmental conditions, communication and more influence a child's patterns of development.

SELF ASSESSMENT EXERCISE 2

- a. Differentiate between Growth and Development in Early Childhood
- b. Describe two basic principles of growth and development in early childhood stage

Your may include the following answers

- (i) Growth simply means quantitative changes that occur during early childhood stage.
- (ii) Development refers to both quantitative and qualitative changes that occur during early childhood stage.
- (iii) Growth refers to quantitative changes (i.e weight, height, size etc) that occur during early childhood stage while Development implies both quantitative and qualitative changes that occur during early childhood stage.

(iv) The basic principles of development in early childhood stage are: maturation, learning, heredity, language and environment.

UNIT 2: MAJOR THEORIES OF EARLY CHILDHOOD/MIDDLE CHILDHOOD DEVELOPMENT (CHILD DEVELOPMENT)

Introduction: The theories of child development more prominent in our discussion are;

2.1 Psychoanalytic Theory

2.2 Cognitive Developmental Theory

2.3 Behaviourist Theory

2.4 Maturationist Theory

2.5 Socio-Cultural Theory

2.6 Ecological Systems Theory

These theories mentioned will be organized and discussed briefly in terms of early childhood and middle childhood development. The early childhood falls in the early childhood education while middle childhood stages specifically fall in line with primary education.

2.1 PSYCHOANALYTIC THEORY

CONTENTS

1.0 Introduction

2.0 Objectives

3.0 Main Content

3.1 Sigmund Freudian Theory of Psycho-Sexual Development

3.2 Stages of psycho- sexual development of early childhood and middle childhood

4.0 Conclusion

5.0 Summary

6.0 Tutor Marked Assignment

7.0 References/ Further Readings

1.0 INTRODUCTION

Researchers, educators and scholars hold different but distinct beliefs or theories about child growth and development. The theories hold those generics that environment influences learning and behaviour of the child. Others hold their emotional, social, and intellectual, sayings that interaction of these factors influence learning and behavior of the children. In this unit, we will review the theories of child development; the theories will be applied by teachers and caregivers to shape learning and behaviour of children in the classroom dilemma. Child development is integrated collection of beliefs about why children behave, think, and feel as they do (Trawick-Smoth, 2006). The theories will be discussed including beliefs about the nature of learning development, the role

of heredity and environment, and how parents or adults, peers, schools and communities contribute to the developmental process of the child. The teachers and caregivers may hold on one theory or another, or hold an eclectic view on the process of educating young children.

In this unit, we will learn psychoanalytic theory of child development and highlights psycho-sexual development of Freud and psycho-social theory of Erick Erikson. These theories will help the teachers and caregivers to observe and describe, explain, predict and influence young children behaviour, in terms of learning and teaching the contents of psycho-sexual development theory of Sigmund Freud and psycho-social development theory of Erick Erikson. The two theories expected development through the theories will favour the areas concerning early stages of emotional growth of young children.

2.0 OBJECTIVES

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

- i. Identify and describe briefly the stages of psycho-sexual development within early child and middle childhood.

- ii. Outline and explain personality structures of Freudian theory
- iii. List and discuss Erikson's stages of psycho-social development within early childhood and middle childhood.

3.0 MAIN CONTENT

SIGMUND FREUDIAN THEORY

3.1 Psycho-sexual stages of development by Sigmund Freud postulated that a child passes through five major stages of psycho-sexual development namely oral, 0-18months; anal, 18m-31/2yrs; phallic, 31/2-6yrs; latency, 6yrs-puberty stage and genital. Each stage is characterized by certain puberty-adulthood development and behaviour stages. Further, each stage possesses for children a unique conflict that they must resolve before they pass on to the next stage. Children may be addicted at a stage and become stagnated in which case they experience frustration. According to Robert el (1977) individuals may become so addicted to the pleasure of a given stage that they are unwilling to move on to later stage.

In this regard, individuals may experience the process of stagnation including fixation as a result of frustration or over indulgence. Fixation is the tendency to stay at a particular stage to be troubled by the conflict of the stage and reduce tension by means of the behaviour characteristic of the stage.

The psychoanalytic theory focuses on personality development. The theory holds that emotional development is influenced by tensions between internal desires and impulses and the demands of the outside world (Trawick-smith, 2006). The resolution of this tension is needed to become a healthy adult. Teachers/Adults can promote children's emotional health by providing appropriate opportunities for the gratification of drive. The psychoanalytic theory also believed that a healthy child is one who learns to walk a fine line between immediate need fulfillment and the control of urges. He postulated three personalities structures or instinctual urges namely id, ego and super ego. The "id" is significant of the mind that contains instinctual urges and strives for immediate gratification or pleasure to satisfy basic drives but kept in check by the ego and the super ego. The ego merges in

early infancy to keep the id in check. The ego is another fundamental part of the id that is more emotional, regulating and re-directing the instinctual impulses of the id. At the end of early childhood, the superego appears within the personality. The superego therefore comprises the conscience, all the values and rules of one's culture. The three personality typology of Freud interacts. For example, according Freud: A 5-year-old has an urge to obtain a toy that another child is using. The id drives her to snatch the toy and run off, the ego redirects her, however, it delays this behaviour because the movement is not right, the child using the toy is older (and bigger) and might resist. In addition, a teacher hovers nearby. At the same time, the superego informs the child of important societal rules. The superego reminds her that being a "good girl" means sharing and taking turns, so the child refrains from taking any action at all. In child development, the id is present at birth; the ego develops as the infants satisfy his needs with the interaction with the environment. Later years the superego develops of the rules and values of environment. (Id-impulses, superego demands and ego, defenses)

3.1.1 STAGES OF PSYCHOSEXUAL DEVELOPMENT OF EARLY CHILDHOOD AND MIDDLE CHILDHOOD STAGES AS THE CUSTODY OF THE RULES AND VALUES OF ENVIRONMENT

There are five stages of Freudian psychosexual development. These stages are the oral stage (birth to 18 months); the Anal Stage (18 months to 3years); the phallic stage (3 years to 6 years); the latency stage (6 years to 12 years) and the genital stage (12 years to 18 years). Based on the stages, early childhood phase covers three stages of psychosexual development namely the oral stage, the anal stage and the phallic stage (early childhood) while middle childhood phase covers latency stage and part of the genital stage (primary education). According to Federal Republic Of Nigeria (FRN, 2013) in its National policy on education stipulates that the Nigerian education system is structured into early child care and development aged 0-4years, basic education aged 5-15years which encompasses kindergarten 1 year, 6 years of primary education. Each psychosexual stage has three main parts:

1. A physical focus: where the child's energy is concentrated and its gratification obtained
2. A psychological theme: This is related to both the physical focus and the demands being made on the child by the outside world as he/she develops. For each stage there can be two extremes in psychological reaction. i.e. he is either doing too much or not enough of what is ideal.
3. An adult character type: In the first three stages the adult character type is one that is related to by fixated or stuck at that stage. If a person does not resolve the psychological issues that arise at that stage, they will always have problems relating to those issues.

The oral stage of psychosexual development refers to infancy stage which is a critical period in personality formation/development. The centers of pleasurable body movement are the mouth, lips and tongue. Everything goes into the mouth. Sucking is the primary source of pleasure for a new born. The child is self-centered and pre-occupied with his own needs. He also experiences common

problems associated with fixation. He is highly independent and depends on personality with unnecessary demand of mothering, oral aggressiveness, and excessive oral behaviours such as the compulsive eating, nail biting etc. as a sensitive stage; if the child receives appropriate oral stimulation, the child makes a successful move to the next stage in the anal stage. The oral stage falls within early childhood education.

The anal stage refers to the stage which focuses on pleasurable body that shifts from mouth to anus, rectum and bladder, the child takes more pleasurable activities in urinating and defecating, excess urinating may result to enuresis while that of defecating may also result to encopresis. The source of conflict results in toilet training by the mother, teachers, caregivers and parents. It thus endeavour to develop in urinating and toilet training, which will give the child satisfaction or gratification to move to the genital stage. The child develops ambivalent attitudes as a result of parent's interference with his activities. The child also resolves conflict between his need for parental love and his need for instinctual gratification through the development of lifelong attitude

toward cleanliness, submissiveness, orderliness, punctuality etc. The problems alongside with fixation are hostile and challenging personality accompanied with adherence to rules, regulations, and neatness. This stage falls within early child care, development and education aged 0-4 years.

The phallic stage of psychosexual development of the child refers to approximately the age of three to six. This stage corresponds to pre-primary school years. The main focus of this pleasurable body is the shifts from arms to the genitals (the sexual organs). The child pleasurable activity results to masturbation, Oedipus complex and Electra complex for masturbation. The child derives sexual pleasure by rubbing his sexual organs. The Oedipus complex implies that the male child feels sexual love for the mother and perceives his father as hostile rivalry which leads him to fear punishment through “castration by the father and eventually called castration anxiety”. This conflict is resolved by identifying with his father and depressing his desire for his mother. In female child, Electra complex occurs where she feels sexual love for the father and hates her mother. This leads her to conclude that she has been

castrated and otherwise feels inferior that finds expression in female, “penis envy”. Accordingly the problems expressed at this stage for both male and female children are sexual problems. If it is not appropriately handled before adulthood it may lead to problems such as impotence, frigidity or homosexuality relationships.

Another stage of psychosexual development is the latency (age 6 to 12 years) the latency stage corresponds to the primary school years in which children suppress most of their infantile sexual feelings or sexuality and become interested in games and sports. More so, the boys associate with their peers and engage themselves in learning skills and values etc.

The genital stage corresponds to the part of primary schools and secondary schools. Some pupils in primary schools graduate before the age of 12 years today while others graduate late as a result of low socio-economic status, poverty, poor health care etc. especially in rural areas. This stage focuses on pleasurable activity which shifts to the members of opposite sex. Both boys and girls experience romantic and emotional feelings. According to Sigmund Freud human behaviour is determined by id, ego and superego

personality functions. The nature of anxiety as conflicts among “id”-impulses superego, demands and ego, defenses influence the child personality development. In this respect as the child grows he develops the ego and superego. As the child’s ego develops, the child learns to make compromises between his urges and parental and societal controls.

SELF ASSIGNMENT EXERCISE 1

- i) Identity five stages of Sigmund Freud theory of psychosexual development and describe any one of them.
- ii) Outline three personality structures of Freudian theory with appropriate examples.
- iii) You may wish to add more to the brief answer.

A child development theory is a system of briefs about how children grow, learn, think and behave. One of the child development theories is Sigmund Freud theory of psychosexual development. The five Freudian psychosexual development stages of development are the oral stage, anal stage, phallic stage, latency stage and genital stage. Each stage is characterized by certain developmental and behavior changes. More so, each stage

possesses for children a unique conflict that they must resolve before they pass on to the next stage.

The phallic stage refers to approximately the age of three to six. The focus of pleasurable body activity results to masturbation (i.e. to give oneself sexual pleasure by rubbing his sexual organs); the Oedipus complex which implies that the male child feels sexual love for the mother; and the Electra complex which occurs when female child feels sexual love for the father and hates her mother.

The problems expressed in this stage for both male and female children are sexual problems in adulthood such as impotence or frigidity, homo-sexuality and failure to handle competitive relationships.

The phallic stage corresponds to early childhood education and the beginning of junior primary education.

CONCLUSION

You have seen the Freudian theory and the stages of the psycho-sexual development of the child. You will not be

surprised when you see your pupils having or exhibiting these behaviour in your class or elsewhere.

SUMMARY

In this unit you have studied the psychoanalytical theory by Sigmund Freud. You also studied the five major stages of oral, anal, phallic, latency or genital. You have seen the characteristics of each stage. In the next unit you will see another theory.

TMA

What are the 5 stages of Freudian psychosexual development?

Distinguish between the first and second stages.

REFERENCES

3.1.2 ERICK ERIKSON PSYCHOSOCIAL THEORY

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main content
 - 3.1 Developmental stages of psychosocial theory
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor marked assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

In unit 2 of module 2, we have learnt about the best-known psychoanalyst, Sigmund Freud who trained Erikson as a psychoanalyst. He was best known as one of the Neo-Freudian scholars. Psychoanalytic theory is concerned mainly with personality formation. Freud focuses on psychosexual development. He hypothesized that children pass through five psychosexual stages in their lifetimes. The section therefore focuses on a theory of personal and social development proposed by Erik Erikson which he adapted from Freud's theory. Erikson's work is often called a psychosocial theory because it relates principles of psychological

development and social environment. He proposed eight stages through which humans must pass from birth to adulthood if they are to feel competent and self-fulfilled. According to Erikson, at each stage, there are psychosocial crisis to be resolved. Psychosocial crisis is the set of critical issues that individuals must address as they pass through each of eight lifestyle stages. Most people resolve each psychosocial crisis satisfactorily and put it behind them to take in new challenges, but some people do not completely resolve these crises and must continue to deal with them later in life (Miller, 1993, 2009). This section also is concerned with these stages of psychosocial development of individuals that correspond to early childhood and middle childhood development, and invariably falls within early childhood education and primary education with approximate age bracket of birth to twelve years. The teachers and caregivers must understand that these personal, psychological and social developments are critical to them in order to motivate, teach and successfully interact with preschoolers and profits at various stages. The role of teachers and parents is to help children pursue the positive emotional states, they are critical to each stage of development for security.

2.0 OBJECTIVES

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

- i. Define psychosocial development
- ii. Explain the term, psychosocial crisis.
- iii. Identify and explain developmental stages of psychosocial theory.

3.0 MAIN CONTENT

3.1 STAGES OF PSYCHOSOCIAL DEVELOPMENT

Erikson's theory involves these stages; basic trust versus mistrust (birth –2 year); autonomy versus shame doubt (2-4yrs); initiative versus guilt (4-5years); industry versus inferiority (5-12years), identity versus role confusion (12-20years); intimacy versus isolation (20-40years); generativity versus stagnation (40-65years) and Ego integrity versus Despair (65-death). These developmental stages from birth to old age are associated with psychosocial crisis or conflicts, social setting and favourable outcomes.

Approx. age	Virtues	Psychosocial crisis	Significant relationships	Existential Questions	Examples
0-2yrs	Hope	Basic trust vs. mistrust	Mother	Can I trust the world?	Feeling abandonment
2-4yrs	Will	Autonomy vs. shame & doubt	Parents	Is it ok to be me?	Toilet training, Clothing themselves
4-5yrs	purpose	Initiative vs. guilt	Family	Is it ok for me to do, move or act?	Exploring, using tools or making art
5-12yrs	Competence	Industry vs. inferiority	Neighbours, school	Can I make it in the world of people or things?	Schools, sports
13-19yrs	Fidelity	Identity vs. role confusion	Peers, role model	Who am I? Who can I be?	Social relationships
20-39yrs	Love	Intimacy vs. Isolation	Friends, partners	Can I love?	Romantic relationships
40-64yrs	core	Generativity vs. Stagnation	Household, workmates	Can I make my life count?	Work, parenthood
65-death	Wisdom	Ego integrity vs. Despair	Mankind, My kind	Is it ok to have been me?	Reflection on life

This unit therefore is concerned with the first four of Erikson's stages which corresponds to early childhood and primary

education. The first four of developmental stages of Erikson involves basic trust and mistrust; autonomy versus shame and doubt; initiative versus guilt; and industry versus inferiority. These four stages involve emotional conflicts that confront children.

STAGE I: TRUST VERSUS MISTRUST (Birth to 1 year) (HOPE)

The goal of infancy is to develop a basic trust in the world. According to Erikson, trust is an emotional state, often acquired in infancy in which children feel secure and know their basic needs will be met by caregivers, and teachers. Such experience as child abuse or neglect will lead infants to an opposite state-mistrust of the world and the people in it. Erikson emphasized that basic trust is an essential trustfulness of others as well as a fundamental sense of one's own trustworthiness. The earlier conflict between trust and mistrust occurs in infancy. Emotionally, healthy babies, according to Erikson acquire trust because they have maturing, responsive caregivers who meet their basic needs. They come to view the world as safe and predicable. Otherwise they will develop feelings of mistrust in others (teachers, caregivers/parents) and the security of the world. Children who are abused or neglected, whose parents,

caregivers do not respond to their needs or who for other reasons come to doubt the trustworthiness of the world will not resolve this emotional conflict or psychosocial crisis in a positive way (Trawick-south, 2006). They may be derived from entering into relationship with peers/others and may be unable to advance to later stages of emotional development. Development of mistrust can lead to frustration, suspicion, withdrawal and lack of confidence.

STAGE II: AUTONOMY VS. SHAME AND DOUBT (WILLS)

This occurs during the toddler years. Erikson argues that the emotionally healthy toddler gradually acquires a sense of autonomy. According to Erikson, autonomy for an emotional state, often acquired in toddlerhood and separate from parents. Children who are overly restricted will feel shame and doubt. Gradually, such children can become timid, lack confidence in their abilities, and assume identities as more extensions of their parents/caregivers. Erikson contends that children who develop a strong sense of autonomy as toddlers will acquire a sense of initiative in their preschool years. If caregivers encourage self-sufficient behaviours, toddlers develop a sense of autonomy-a sense of being able to

handle many problems on their own. But if the caregivers demand too much too soon, refuses to let children perform tasks of which they are capable, or ridicule early attempts of self-sufficiency, children may instead develop shame or doubt about their ability to handle problems.

STAGE III: INITIATIVE VS GUILT (PURPOSE)

Initiative is Erikson's term for the emotional state, often acquired in the preschool years, in which children assert themselves, make creative attempts, take risks, and reach out to peers.

Erikson stressed that children whose initiatives are thwarted will experience an opposite emotional state of guilt. Children need initiatives. They wish to create, to invent, to pretend, to express themselves creatively to take risks and to engage in lively and imaginative activities with peers. If parents, other family members, caregivers and adults encourage these efforts especially at home and school, a sense of initiative will flourish. However, parents who severely punish children attempt to kill their initiatives which will make the children feel guilty about their natural urges both during

this stage and later in life. In this regard, teachers and caregivers should know that vigorous exploration of their physical and social behaviour is behaviour typical of children at this stage. The development of courage or independence are what set preschoolers. The child during this stage faces the complexities of planning and developing a sense of judgment. He takes initiatives and prepares for leadership and goal achievement roles. He takes risk behaviours like crossing a street alone, riding a bike without help e.t.c. If he is discouraged from the pursuit of independent activities or they are dismissed as silly and bothersome, the child develops guilt about their needs and desires. Majority of children at this stage have finished their early childhood education and may start primary school according to Nigerian National Policy on Education (2013).

STAGE IV: INDUSTRY vs. INFERIORITY (COMPETENCE)

Erikson defined the term, industry as an emotional state often acquired in the elementary years, in which children feel competent because of success in and out of school. Repeated failure will result in an opposite emotional state of inferiority. During the early elementary years, Erikson stressed that children wish to master

real skills of older children and adults. They want to read and write like grown-ups, to excel at sports and other games, and become strong and smart. Erikson maintained that children who have genuine successes and accomplishments are accepted and encouraged by adults, parents, peers, and teachers will develop a feeling of competence –industry. Conversely those who consistently experience failure and lack of acceptance will develop a sense of inferiority. Teachers and peers take on increasing importance for the child, while the influence of parents decreases. You need to note that children at this age start recognizing their special talents and continue to discover interests as their education improves. They may choose to do more activities to pursue their interest. If not allowed to discover their talents in their own time, they will develop a sense of lack of motivation, low self-esteem and lethargy. They may become “couch potatoes”

SELF ASSESSMENT EXERCISE II

- (i) What do you understand by Erikson's term psychosocial crisis?
- (ii) Identify and explain developmental stages of Erikson's theory during early childhood and middle childhood stages.

You may expect the following answers in addition

Psychosocial crisis of Erikson's theory implies the set of critical or conflict issues that individuals must address as they pass through each stage of Erikson's eight life style. At each stage of Erikson's eight stages of emotional development, psychosocial crisis needs to be resolved. Most people resolve each psychosocial crisis satisfactorily and put it behind them to take on new challenges, but some people do not completely resolve these crises and most continue to deal with them later in life.

The developmental stages of Erikson's theory during early childhood and middle childhood stages correspond to early childhood education and primary education. The first of Erikson's stages involve emotional conflicts that confront children these stages are Trust versus Mistrust (Birth to 1 year); Autonomy versus

Shame and Doubt (1-3years); Initiative versus Guilt (3-6yrs) and Industry versus Inferiority (6-12yrs).

The earliest conflict between trust and mistrust occurs in infancy. Emotionally healthy babies, according to Erikson, acquire trust. This implies that they have maturing, responsive caregivers, parents and teachers who meet their basic needs. They come to view the world as safe and predictable, they also enter into trusting relationships, first with primary caregivers and later with other human beings. Such experiences as child abuse or neglect will lead an infant to mistrust of the caregivers/parents and the World.

The second of Erikson's conflicts between autonomy and shame and doubt occurs during the toddler years. The emotionally healthy toddler gradually acquires a sense of autonomy. This means feeling of individuality or independence and separate from his or her parents. Children who are orally restricted or harshly punished will come to doubt their individuality and suffer shame. Gradually, such children become timid, lack confidence etc.

The third of Erikson's conflicts between initiative and guilt. Children who develop a strong sense of autonomy as toddlers will

acquire a sense of initiative in their preschool years in which children have the desire to take action and assert themselves. Children with initiative feel free to act to invent, make creative attempts, to take risks and to engage in lively and imaginative activities with peers or reach out to peers. Children whose initiatives are criticized will experience emotional stage of guilt or feelings of guilt arise. For example, overwhelming guilt inhibits emotional growth.

The fourth of Erikson's conflicts between industry and inferiority occurs during primary school or elementary school in which children feel competent to master real skills because of successes in and out of school are accepted by adults and peers. In this regard, children will develop a sense of industry i.e. a feeling of competence. Invariably children who are consistently experience failure and lack of acceptance will develop a sense of inferiority.

4.0 CONCLUSION

You have seen from this unit that children of this age need special attention which gives them the freedom to exercise their God given talent. Give them the necessary enablement to grow to become positive human beings.

SUMMARY

In this unit you studied the eight stages of psychosocial development by Erikson. They are trust vs. mistrust (0-1yr), autonomy vs. shame and doubt (1-3yrs), initiative vs. guilt (3-6yrs), industry vs. inferiority (6-12yrs), identity vs. confusion (12-20yrs), intimacy vs isolation (20-40yrs), Generacity vs. stagnation (40-65yrs) and ego integrity vs. despair (above 65yrs). You will also note that only the first four stages are relevant for our studies in this course.

UNIT 4

2.2 COGNITIVE DEVELOPMENTAL THEORY

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Jean Piaget Cognitive Developmental Theory
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

We have learnt the aspects of Erick Erikson Psychosocial theory that covers early childhood and middle childhood stage of human development. The two stages has a lot of implications to early childhood education and primary education respectively, the Freudian psychosexual theory of human development, the Erick Erikson psychosocial theory and jean Piaget cognitive development theory among others view development as separated into stages. All

the theories discussed so far emphasized early childhood and middle childhood, stages of human development.

In this unit, you will learn about Jean Piaget, the most noted cognitive developmental theorist. The cognitive development theory holds that mental growth is the most important element in children's development. Further, knowledge is actively constructed through action of the child, and active problem solving, social interaction and language are necessary for child's learning. Jean Piaget as one of the influential cognitive developmentalists proposes that a child's intellect, or cognitive abilities, progresses through four distinct stages. Each stage is characterized by the emergence of new abilities and ways of processing information. Piaget believes that cognitive development involves the interaction of heredity and environmental experience. This unit therefore will briefly discuss Jean Piaget's cognitive developmental stages of preschoolers and primary school.

2.0 OBJECTIVES

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

- (i) Explain cognitive development?
- (ii) Explain cognitive developmental theory
- (iii) Describe Jean Piaget Cognitive Developmental stages of Early childhood and middle childhood

3.0 Main content

3.1 Cognitive Development and Cognitive Developmental theory

3.2 Basic concepts/principles of Jean Piaget's theory of cognitive development

3.2.1 Jean Piaget's cognitive developmental stages

3.2.2 Sensorimotor stage

3.2.3 Preoperational stage

3.2.4 Concrete operational stage

3.2.5 Formal operational stage

3.3 Implications for Early childhood/middle childhood development

4.0 Conclusion

5.0 Summary

6.0 Tutor marked Assignment

7.0 References and further Reading

3.0 MAIN CONTENT

3.1 Cognitive Development/Cognitive Developmental Theory

Cognitive Development implies gradual, orderly changes by which mental processes become more complex. It includes problem solving and acquisition of knowledge. Jean Piaget believes that human beings go through stages of intellectual or cognitive development. Cognitive development theory holds that the mental growth is the most important element in children's development (Trawich-Smith, 2006; Slavin, 2001) Cognitive developmentalists argue that almost all aspects of human growth are influenced by thinking and language, knowledge is actively constructed by the child and active problem solving, social interaction and language are necessary for child's learning. The learner (child) must do something mentally with new information to really learn it

3.2 BASIC CONCEPTS/PRINCIPLES OF JEAN PIAGET'S COGNITIVE DEVELOPMENT.

Piaget believes that human development occurs with the applications of scheme (schemes) adaptation, assimilation, accommodation and equilibration especially in children during early childhood education and primary education respectively.

Schemes are cognitive structures which demonstrate patterns of behaviour and thinking in young. Children: for example, young children learn through observation of objects. They will learn by biting, banging, sucking, throwing the objects etc. According to project, they will use schemes they developed to find out whether the object makes a loud or soft sound when banged, what it tastes like, whether it gives milk and may be whether it rolls or just goes down when dropped. Banging is a favorite scheme used by babies to explore their world (or environment – (Slain, 2009). Babies/infants use schemes to learn about their world.

Assimilation and accommodation are headed for by a child to learn effectively. According to Piaget, learning depends on the process of equilibration which is restoring balance between inert

understanding and new experiences. Piaget believed that physical experiences and manipulation of the environment are critical for developmental change to occur. The total process of assimilation and accommodation for maintaining intellectual balance is called equilibration. Piaget ... stressed that cognitive development is marked by altering states of equilibrium and disequilibrium or an imbalance between what is understood and what is encouraged.

3.3 PIAGET'S STAGES OF COGNITIVE DEVELOPMENT

Piaget divided the cognitive development of children and adolescents into four stages:

Sensorimotor (birth to 2years); preoperational stage (2 to 7years) concrete operational (7 to 11 years) and formal operations (11 to 15years). These stages fall into early childhood education and primary education depending on multicultural settings.

SENSORIMOTOR STAGE

This is the first stage of Piagetian cognitive development. At this stage, babies/infants and young children explore their world by using their senses and their motor skills e.g. what changes occur as

infant progress through the Sensorimotor period because all infants have in born behaviour known as reflexes which automatically responds to stimuli. For example, eye blinking in response to light; what they infant can see and touch, what infants grasp etc these and other behaviour is innate and are the steps from which the infant's first scheme forms.

Learning occurs initially through trial-and-error effects among children. According to Piaget, by the end of the sensorimotor stage, children have progressed from their earlier trial-and-error approach to a more planned approach to problem-solving. In addition, child can reason that something exists even if it is not seen. A child can mentally represent objects and events i.e a child has developed the idea of representation. For example words stand for object, and he learns to talk. This means that the child can think and plan behaviour.

In this stage the child develops how to grasp object permanence. The child knows that an object exists even if it is out of sight. Piaget stressed that children understand that object exist even if they cannot be seen, they start using symbols to represent

these. This implies a step for them toward more advanced thinking objects in mind.

PREOPERATIONAL STAGE

The Preoperational stage is the second stage of Piagetian theory of cognitive development. It covers the age bracket of children between two and seven years. This stage belongs to Preschoolers and young children in junior primary schools. By the word operations, Piaget meant complex mental activities to be performed by children at this stage. Here preschoolers have greater ability to think about things and can use symbols to mentally represent objects. It is divided into two sub stages-**symbolic function sub stage (2-4 1/2yrs) and intuitive thought sub stage (4-7yrs.)**

According to Track-Smith (2006), preoperational stages encompassed early childhood in which children use internal thought including symbols, but still rely on perception and physical cues in the environment for learning. The stage is characterized by the following mental abilities which are necessary for early

childhood education; namely conservation, centration, reversibility, and egocentric.

1. Symbolic function sub stage: Children cannot yet manipulate and transform information in a logical way. They can think in images and symbols.
2. Intuitive thought sub stage: Children tend to become very curious and ask a lot of questions, beginning the use of primitive reasoning. They want to know why things are the way are.

Conservation implies that a child should realize that mass or substance does not change when appearance is changed. For example quantity of liquid, the same length of objects, number of objects, and area do not change when their appearances are changed. A child at the beginning of this stage measures size, by appearance regardless of other properties. A preoperational child cannot believe that one thing is bigger than other or that two things are the same size. for example if liquid (water) is poured in a tall thin container (A) into a shallow container (B), the preoperational child will firmly believe the tall thin container (A) has more liquid

(water) because its shape has changed the preoperational child who cannot yet conserve believed that the answer of water is not the same.

At this stage, there are various type of conservation namely:

- i. Conservation of number
- ii. Conservation of area
- iii. Conservation of quantity and
- iv. Conservation of Length

The pouring of the liquid (water) is an example of conservation of quantity. The preoperational child plays with clay and also observes that turning the same quantity into different shapes is the same problem. Piaget believes that a child is born with a number of reflection schemata (scheme). According to Piaget, there are three types of schemes namely behaviour schemes, symbolic schemes and operational scheme. The behaviour that are used represent and respond to objects and experiences (Zaden, 1978), the symbolic schemes imply that the child is capable of representing action mentally to satisfy his/her objects. The operational schemes encompass that a child performs an objects of thought through a

cognitive operation that include mental activities using action in the use of mathematical symbols.

According to Piaget, adaption is the process of adjusting schemes in response to the environment by means of assimilation and accommodation. It is a process of adjusting to the demands of the environment by and the individual. Assimilation is the process of understanding/integrating new ideas or experiences or information (new object or event) into an existing scheme. What a child incorporated in new object into the scheme while accommodation is modifying existing scheme to fit new situations or ideas or information i.e. a child might modifying an existing scheme in the higher or new information on a new experience. Accommodation occurs when a new object does not fit the existing scheme. It helps children to modify what they already know in order to make room for new ideas or information.

Much mathematical operations depend on the ability to conserve quantity e.g. $2+2 = 4$, $2+1+1 = 4$ etc the conservation of length implies that the child observes the two rulers of different colours the same length. The child is then asked to compare these

two rulers. A child who cannot yet conserve length will think and believe that these lengths are different because they look different in terms of colours. The child will be unable to understand measurement in the mathematics activities.

The idea that the shape is different area covered can still be the same, is the example of conservation of area. Further, a non conserver will arrive at answers based on appearance not reason.

The conservation of number connotes that two objects (six objects in each group A & B), the two groups have the same number even if the group (A) is arranged differently from the other (B). The non-conserver (preoperational child) will believe that there are different numbers in the two groups (A&B). He does not understand that six is six no matter the shape or pattern of the groups.

The conservation of length, area, number and quantity do not develop at the same speed and at the same time. The idea of reversibility is essential among conservers. Reversibility implies the ability to perform a mental operation and then reverse one's thinking to return to the starting point (Slavin, 2006). In this regard, the idea that something can be changed and then put back

to its original state is another way of adding or taking away (Bickerstaffe, 1977). For a preoperational child to become a conserver, he must have grasped the idea of reversibility. Further, to understand conservation, a preoperational child needs a lot of practice in playing with materials, immediately the child will stop judging quantity, area, number, length and width by appearance and begin to reason things out. The child's ability to reason is a sign of mental development and manifestation of other mental skills. The caregivers/teachers, young children cover errors caused by conservation.

At this stage, Preoperational children experience classification of object/materials, and egocentrism. The ability of the children to recognize the similarities and differences between objects in terms of mixed shapes and mixed colours etc. this process is known as classification. Classification is an important skill in all problem society. The ability of the preoperational child to recognize similarity of objects can be classified by either shape-squares or circles with mixed colours in colours with mixed shapes which is essential for reading even in writing etc.

Finally, preoperational children are egocentric in their thinking, children at this stage according to Piaget believe that every man sees the world exactly as they do, that is they often interpret events entirely in reference to themselves.

CONCRETE OPERATIONAL STAGE

At this stage, children can conserve, classify and serialize. Serialization implies the arrangement of objects or things in a sequential order or in to logical progression. For example, objects (sticks) or things from smaller to largest.

Children in the primary school years are Piaget's concrete operational stage. At this stage, children are thinking and learning become more internal and abstract but they still need the support of concrete objects in order to learn. Primary school children develop the capacity for logical reasoning and can use these skills only in dealing with familiar situations. Concrete operations children respond to inferred reality i.e. seeing things in the context of other meaning they can also develop skills to mentally arrange and compare objects- "transitivity". During this stage, concrete operational children develop the ability to make two mental

transformations that require reversible thinking (Slavin, 2009). This stage registers children on the process of multiplication, division, addition and subtraction and they can equally understand time, space, and events in the past. For example children can still learn place value in Math. Further, they can move from egocentric thought to decentered or objective thought. The ability of children to focus on two classes of things simultaneously is known as decentration.

According to Slavin (2009) and TrawiccksSmith (2006), a final ability that children acquire during the concrete operational stage is class inclusion. This implies that children develop skills in which they can think simultaneously about a whole class of objects and about relationships among its subordinate classes (Slavin, 2009). These changes occur operationally during concrete operational stage. Concrete objects such as counters, ruler, papers, model making, pictures, diagram, etc are essential to help children to understand at this stage. The teacher/caregiver can compare what is new and unknown with what is known familiar and concrete.

FORMAL OPERATIONAL STAGE

The final stage of Piaget cognitive development is formal operational. It is most Piaget's most advanced stage of cognitive development that includes adolescence and early adulthood in which logical thinking is purely abstract formal operational children acquire higher order operations which deal with abstract concepts and hypothetical events to themselves/problems. The formal operational adolescent can accept assumptions, hypothesis and laws for problem solving.

Manester (1977) emphasized that the adolescent at this stage make use of the hypothetico-deductive method of reasoning indicating that formal thought begins with a theoretical synthesis. This implies that certain relations are necessary and thus proceeds in the opposite direction. There is need for practical work and experience to support their critical thinking. Our training as teachers involves understanding many abstract ideas.

Generally, Jean Piaget believes that cognitive development proceeds through step-like stages which determine maturational readiness.

SELF ASSESSMENT EXERCISE

- i. Outline and describe Piaget's Stages of cognitive development.

You may include the following answers in this regard.

Piaget's stages of cognitive development are:

- ❖ Sensorimotor Stage (Birth-1 ½ Or 2years)
- ❖ Preoperational Stage (2-7years)
- ❖ Concrete Operational Stage (7-12 Years)
- ❖ Formal Operational Stage (12years).

Sensorimotor stage covers from birth to two years. Infants explore their world using their senses and motor skills. All infants at this stage have inborn behaviours called reflexes which automatically responds to stimuli. This is the first time, infant develop schemes and how to grasp object permanence. The Sensorimotor child starts to use symbols to represent objects in mind. Preschoolers develop intelligence through movement and perception.

Preoperational stage begins from age two to seven. This stage covers early childhood education and beginning of primary

education. Complex mental activities are performed by children at this stage. Preoperational children can use symbols to mentally represent objects and physical cues in their environment for learning. This stage is characterized by the children's application of conservation, centration reversibility and egocentric mind in dealing with substance at this stage a child is born with a number of schemes such as behavioural, symbolic and operational schemes. Preoperational children use the process of adaptation to adjust schemes in response to their environment by means of assimilation and accommodation. At this stage, they can recognize the similarities and differences between objects.

Concrete operational stage is the third stage of Piagetian cognitive developmental stage. It covers children in primary schools. Children can conveniently conserve, classify and seriate objects or things. They need the use of concrete objects in order to learn effectively. They register some of mathematical operations such as addition/ subtraction, and multiplication/ division and equally understand time space and events in the past. Concrete operational

children can move from egocentric thought to decentered or objective thought they also acquire the process of class inclusion.

Formational operational stage: This is the final and most advanced stage of Piaget's cognitive developmental stages. It covers the phases of adolescents in particular and early adulthood depending on the demands of culture. Formal operational individuals acquire higher order operations which deal with abstract concepts, hypothesis and laws. They are practical work and experiences to support their critical thinking.

4.0 CONCLUSION

Jean Piaget is the most influential cognitive developmental theorist. Jean Piaget (1896-1980) born in Switzerland in 1896. A fundamental principle of his theory is that knowledge is constructed through the action of the learner. He believes that intellectual development process through step-like stages which determines maturational readiness. Piaget's theory of cognitive development

proposes that a child's intellect or cognitive abilities, progresses through four distinct stages.

5.0 SUMMARY

In this unit, we have learnt that

- i. Jean Piaget is the most noted cognitive developmentalist.
- ii. Piaget describes children as developing schemes which are mental patterns or cognitive structures that guide children behaviour to learn about their world, and modify, these cognitive structures through the processes of organization and adaptation.
- iii. Organization is the process by which a child rearranges his existing knowledge into schemes.
- iv. Adaptation implies the process of adjusting schemes in response to the environment by means of assimilation and accommodation.
- v. Assimilation in Piagetian theory is when a child attempts to match in terms of existing schemes (old schemes), Accommodation implies the process of modifying existing

- schemes in response to new experiences or modifying existing schemes to fit new situations.
- vi. Equilibrium, according to Piagetian theory is a balance between the processes of assimilations and accommodation i.e. the process of restoring balance between understanding and new experiences.
- vii. Four precognitive developmental stages of Piagetian theory are:
- Sensorimotor Stage (Birth To 2years)
 - Preoperational Stage (2 To 7years)
 - Concrete Operational Stage (7 To 11years) And
 - Formal Operational Stage (11 To 15years Plus)

The Sensorimotor stage maintains that infants or babies explore their world by using their senses and motor skills. All infant have in born behaviours called reflexes which automatically responds to stimuli. All infants also reply on behavioural schemes as a means of exploring and understanding the environment. They develop how to grasp object permanence.

Preoperational stage is the second stages of Piagetian theory. It encompasses early childhood and junior primary schools. The stage is characterized by mental abilities which are necessary for early childhood education in the areas of conservation, centration, reversibility and egocentrism. Children are born with reflection schemes such as behavioural schemes, symbolic schemes and operational schemes. At this stage, adaptation is used to adjust schemes in response to the environmental by means of assimilations and accommodation. Preoperational children recognize the similarities and differences between objects in terms of classification.

Concrete operational children effectively conserve, classify and seriate things/objects especially in primary schools. Children learn the need to support concrete objects in order to learn. Children also have the capacity for logical reasoning to deal with familiar situation. They respond to “inferred reality” and “transitivity”. Concrete operations children developmental transformation that requires reversible thinking e.g. application of mathematical operations. Children at this stage, make use of class inclusion in

terms applying class objects and relationship among its subordinate classes.

Finally, the formal operational stage is the most advanced stage of Piagetian theory in which adolescents and early adult employ logical thinking which is purely abstract; they also require higher order operations which deal with abstract concepts and hypotheses/laws for problem solving.

6.0 TUTOR MARKED ASSIGNMENT

- i. Explain the following
 - a. How children conserve area, length, quantity and number.
 - b. Describe how children classify objects by colour and by shape.
2. Explain the key concepts in Piagetian theory:-
 - a. Adaptation
 - b. Assimilation
 - c. Accommodation
 - d. Schemes

e. Equilibrium

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UNIT 5

2.3 BEHAVOURIST THEORY OF EARLY CHILDHOOD AND MIDDLE DEVELOPMENT

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main content
 - 3.1 Classical conditioning
 - 3.2 Operant conditioning
 - 3.3 Social learning theory
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor marked assignment
- 7.0 References and further reading

1.0 INTRODUCTION

You have learnt Piagetian theory. Now we are going to describe the Behaviourist theories of the study of human development especially at childhood and middle development. The emphasis will be on classical conditioning, operant conditioning and social

learning theories on how children learn. Theory is a molar approach to human development and behaviour.

2.0 OBJECTIVES

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

- i. Identify and describe the three major behaviouristic theories or learning theories of human development.
- ii. Outline their similarities and differences in contribution to child development.

3.0 MAIN CONTENT

3.1 BEHAVIOURISTIC THEORIES OR LEARNING THEORIES OF CHILD DEVELOPMENT

The behaviouristic theories offer a very different perspective on child development. Behaviourist believes that what children are and will is derived from experience as a result of environmental influences. The theories contend that the role of adults, parents and teachers is to shape children's learning. Critical tenets of the behaviourists' believe is that all learning is observable behaviour and a change in behaviour. In this unit only three major learning

theories pertaining to child development will be discussed briefly namely classical conditioning, operant conditioning and social learning theories, the theories believe that most of what children become is shaped by the environment not genetical consideration.

3.2 CLASSICAL CONDITIONING THEORY

John B. Watson was one of the first behaviourists in America who contended that through environmental conditioning a child could be shaped, behaviour by behaviour, is elicited by stimulus and the association is between a stimulus elicited responses. According to Watson (1925), through environmental conditioning a child could be shaped, behaviour by behaviour, to become almost any type of person.

3.3 OPERANT CONDITIONING THEORY

B.F Skinner (1948) developed a system of Operant conditioning based on the work of Watson and others. In operant conditioning, children's desirable behaviours are reinforced systematically by adults, parents and teachers. Individuals change their behaviour because of the consequences (results) of the

behaviour. He learns that every behaviour has a consequence. This can be reinforcement, punishment or extinction. When a desirable behaviour is immediately rewarded or reinforced, that behaviour is performed in small steps. A principle of operant conditioning implies that behaviour of children and adolescents can be shaped only gradually or in small steps toward changing behaviour. Reinforces such as token, verbal praise should be given to children only after positive behaviours have been performed. Undesirable behaviour should simply be ignored (extinction). Skinnerian parenting or teaching requires a good deal of patronage.

3.4 SOCIAL LEARNING THEORY

Social Learning Theory was formulated by Albert Bandura (1991). The theory holds that humans acquire new behaviours merely by observation of others following their theory. Desirable behaviours are modeled or initiated by adults, parents, caregivers and teachers. Children are rewarded or reinforced when imitating or observing desirable behaviours exhibited by adults, parents or teachers more frequently. For example, children will learn to share by watching others do so. A practical application of Bandura's work

is to help one child interact with each other positively. The teachers, parents and adults should reward children for exhibiting desirable behaviours or positive acts when performed more frequently.

SELF ASSESSMENT EXERCISE

- (i) State the major principle assumption of behaviourist theory.
- (ii) Identify three major theories of behaviourists and outline the assumptions of each.

You may include the following answer:

- i. The major
- ii. Principle of behaviourist theory is that most of what children become is shaped by environmental influence.
- iii. The three major principles of behaviourists theories are classical conditioning, operant conditioning and social learning theory classical conditioning holds that behaviour is elicited by stimulus-responses with which adults, parents and teachers shape children's behaviour.
- iv. Operant conditioning is a strategy for shaping the behaviour of children and adolescent gradually, for example if a child

is just starting to use the toilet, rewards should be given for small steps made.

Operant conditioning is a strategy of training children in which their desirable behaviours are immediately rewarded when the behaviour is performed more frequently.

Social learning theory implies that children acquire new behaviours merely by observation and imitation or modeling. Albert Bandura (1965) argues that children and adolescents are most apt to learn behaviours they observe if they see these being reinforced. In his classic social learning study, he found that children were more likely to behave aggressively if they watched a model punch a doll and then receive rewards for this.

He further states that much positive social behaviour is learned by witnessing others perform positive acts and then seeing them praised or rewarded.

4.0 CONCLUSION

In this unit, you have learnt in addition to classical conditioning theory, operant conditioning theory and social learning

theory emphasizing early childhood and middle childhood developmental stages. You have also seen that adults, parents and teachers at these stages will be helped by the behaviouristic theories of child development.

5.0 SUMMARY

You have learnt in this unit that:

- (i) Behaviourist believes that what children are and will become is derived from experience as a result of environmental influence. Behaviouristic theories contend that the role of adults, parents and teachers is to shape children's learning and behaviour.
- (ii) The behaviouristic theories are classical conditioning, operant conditioning and social learning theory. Classical conditioning theory holds that behaviour is elicited by stimulus – responses which adults, parent and teachers use to shape children's behaviour.

Operant conditioning theory as a strategy for shaping the behaviour of children are immediately rewarded or reinforced.

Social learning theory holds that humans acquire new behaviour merely by observation or imitation or modeling of adults, parents, teachers, peers etc exhibiting desirable behaviours or positive acts when performed more frequently.

6.0 TUTOR-MARKED ASSIGNMENT (TMA)

- i. State the general assumptions of behaviouristic theory.
- ii. Identify and explain three behaviouristic theories

7.0 REFERENCES/FURTHER READING

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UNIT 6

2.4 ADDITIONAL THEORIES OF CHILD DEVELOPMENT

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Maturationist Theory
 - 3.2 Socio-cultural theory
 - 3.3 Ecological systems theory
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

Theories of child development are relevant if you want to know why children believe, think and feel as they do: which might include belief about the nature of learning and development. It also identifies the role of heredity and environment and how adults, peers, other children, schools and communities contribute to the

development process. In this regard, you have learnt Piaget cognitive-development theory, Psychoanalytic theory, behaviourist theories (Classical Conditioning, operant Conditioning and social learning theory). Now, we are going to review other theories of child development that contribute to the development process in terms of heredity; social interaction, and language within which children's lives are influenced. These factors are associated with maturationist theory, socio-cultural theory and ecological system theory.

2.0 OBJECTIVES

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

- i. Identify and explain three theories that contribute to children's development.
- ii. Outline their similarities and differences in contributing to developmental process of children.

3.0 MAIN CONTENT

3.1 MATURATIONIST THEORY OF CHILD DEVELOPMENT

The prominent theorists of maturationist theory were Gesell and Hall. The theory is one of the oldest theories of development.

The theory holds that human traits are determined by genetics and that traits are inherited from parents and simply unified as children mature with age; and environment plays a minor role to the Maturationist like Gesell. Parenting and teaching are far less important than genetically predetermined. This theory suggests that children simply mature as they get older with little influence from the environment. The maturationists see young children as a growing plant or the growth of a seed. The theory emphasizes how social, physical, intellectual, and personality characteristics unfold as children mature. Gesell conducted observations of children in order to identify developmental milestones that are specific characteristics that are expected to emerge in children at various age levels. (Gesell, 1949). Gesell and his colleagues conducted some studies on identical twins, result shows that they were found to show similar characteristics in many different areas of development, including activity level, sociability, attention span, impulsivity among others (Goldsmith, Buss & Lemeny, 1997).

3.2 SOCIO-CULTURAL THEORY

The most prominent socio-cultural theorist is Lev. Vygotsky. The socio-cultural theory is also concerned with intellectual development. This theory holds that thinking and learning are highly influenced by social interaction, language and culture. According to Vygotsky, speech and thought are separate processes in the early years. He proposed that children engage in two distinct and independent mental activities in the earliest months of life namely non-verbal thought and non-conceptual speech.

Non verbal thought is an early childhood mental activity in which children observes objects or events or performs activities without using language. Non-conceptual speech is an early form of language in which children alter words or phrases without thinking fully about what they mean (Trawich-Smith, 2009).

The theory also illustrated that children are engaged in much verbal thought in which language and thinking are integrated and mutually supportive in verbal labels and self directed speech to guide learning (Trawich-smith, 2006). For instance, in the pre-school and primary years, children are involved in verbal thought

and self directed speech as a verbal behaviour in which children talk to themselves, naming objects or narrating their action as they solve problems.

Vygotsky's theory contains practical ideas for promoting intellectual development of children. He proposes that teachers and parents scaffold children's learning that is, to use language and social interaction to guide children's, thinking depending on what they need to learn Vygotsky's theory also observed what he calls zone of proximal development in children. Hence, parents and teachers should watch children for movement. Guidance can be given in order to keep then solve problem independently.

According to Vygotsky, the zone of proximal development is a period during problem solving when a task is just beyond a child's level of mastery. This is a time when an indirect prompt or question can help children solve the problem independently. A child learning to read illustrates Vygotsky's ideas of scaffolding, and the zone of proximal development etc. the basic interactions between children, teachers and parents are most powerful in promoting their learning.

3.3 ECOLOGICAL SYSTEMS THEORY

Lerie Bronfenbrenner, is the leading proponent of this theory. Brofenbrenner uses the world ecology to refer to the settings and institutions that influence the growing human being. He suggests that there are multiple ecologies that is, many different settings that affect development. Basically this theory emphasized the influence of the many institutions and settings like the community, the school, the political system within which children live. This theory holds that individual development does not occur in a psychological vacuum but is affected by larger society. It focuses directly on the child and adolescent development with the larger world.

The multiple ecologies that influence child development lie in distinct layers or ecological systems. The four distinct layers are micro-system, mesosystem, exosystem and procrosystem.

The micro-system is the first of ecological systems theory comprised all institutions, experiences and influences within the child's immediate environment. Examples include the family, social services, the school, teachers or child care providers and peers. These institutions influence the child's behaviour. The second

ecological layer is the mesosystem which comprised the interconnections among the persons or organizations within the micro-system. Parent-teacher communication and the cooperation of the child care centres and public schools are examples.

The third layer of environmental influences on child development is the exosystem. Exosystem involves institutions or individuals that indirectly affect children's experiences. For example a friend of the family, extended family, mass media, community social services, the school, neighbours, workplace etc.

The final ecological system theory is the macro-system as the layer of environmental influences on children development that contains attitudes, the values ideologies, laws and customs, of a particular culture or societal influences. In cultures where values of respect and caring for children are the norms, child abuse is less common.

SELF ASSESSMENT EXERCISE

- i) Identify five theories of Early Childhood and Middle Childhood. What are the tenets of each theory?

CONCLUSION

Now that you have studied these theories and their implications, you should be able to apply them in your dealings with your pupils.

SUMMARY

In this unit you have studied other theories like the Maturationist, socio-cultural and ecological systems theories. Maturationist theory was proposed by Gesell and Hall. The socio-cultural theory was proposed by Lev Vygotsky while the ecological system theory was proposed by Lerie Bronfenbrenner.

UNIT 7: IMPLICATION OF THE THEORIES FOR LEARNING AND TEACHING PRESCHOOLERS/PRIMARY SCHOOL PUPILS.

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main content
 - 3.1 Some Implication of Psychoanalytic Theory in the classroom
 - 3.2 Some Implication of Cognitive Development Theory Piaget
 - 3.3 Some Implications of Behaviouristic Theory
 - 3.4 Maturalistic Theory
 - 3.5 Socio-cultural Theory
 - 3.6 Ecological System Theory
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References/Further Readings

INTRODUCTION

In unit 2, we have discussed the six theories of child development and some aspects of developmental changes of children. This unit therefore will identify the implications of some theories of child development with references to Freudian psychoanalytic theory; Erikson's Ages of Emotional development; Piagetian cognitive-development theory; classical and operant conditioning theories and social learning theory; Maturational theory, Socio cultural theory and ecological system theory to effective learning and teaching in Early Childhood Education/Primary school education. Parents/caregivers and teachers roles in teaching and supervision of these children must be emphasized. Basically a theory of child development is a brief system about how and why children grow, learn and behave as they do. Theories are very practical indeed and they can guide parents, caregivers and teachers in making decisions about teaching and learning for preschoolers and children especially in primary schools.

2.0 OBJECTIVES

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

- i. Identify the implications of each of the theories in the learning and teaching of preschoolers and pupils
- ii) Identify the roles of parents, caregivers/teachers for useful guidance to the children.

3.0 MAIN CONTENT

3.1 SOME IMPLICATIONS OF PSYCHOANALYTIC THEORY IN THE CLASSROOM.

The emphasis here implies suggestions for practice especially in teaching by applying Freudian theory and Erikson's theory in the classroom. In this regard, theory of Freudian and Erikson theory as psychoanalytic theory are considered. This indicates ways to apply Freudian theory and Erikson's in early childhood education (preschoolers and kindergarten) and primary school grades.

The psychoanalytic theory is concerned mainly with personality formation. Psychoanalysts believe that psychological growth is a process of resolving emotional conflict between instinctive desires and

the demands of the real world. In the classroom practices, for instance the caregivers/teachers should allow preschoolers have opportunities of free play and experimentation to encourage the development of autonomy. Teachers should provide guidance to reduce doubt by the child. Avoid shaming children for unacceptable behavior. Teachers and parents therefore should encourage autonomy, and allow children for exploration and self expression, and avoiding punishment. Teachers and parents of preschoolers should promote a sense of initiative by encouraging children to assert themselves, reach out of fears, make creative attempts and take risks. Encourage activities that will permit the use of initiative and provide a sense of accomplishment. Avoid making children feel guilty about well-motivated goals.

During the primary school stage, teachers and parents should promote a sense of industry by providing many experiences early for complete success. Arrange such tables or experience to encourage self-competition and to limit feelings of inferiority.

3.2 SOME IMPLICATION OF COGNITIVE-DEVELOPMENTAL THEORY BY PIAGET

Piaget views mental growth and language as the critical. Preschoolers and Primary School grade will be capable of using

symbols to stand for objects which make mental manipulation possible. The child's earliest awareness of conservation is of mass or substance. Teachers should assess the level and the thinking of each child in your class especially during the pre-operational stage (complex mental activities) using conservation of quality, length, number, area, classification by colour, shape and serialization of objects (arranging objects in series according to some order size, for example).

Teachers and Parents should provide such experiences as above to ask questions and pose challenges to children in order to solve problems which will create understanding of the world.

3.3 SOME IMPLICATIONS OF BEHAVIOURAL THEORY

Generally, Behaviourists believe adults (parents, caregivers, and teachers) can use rewards, praise, reinforcements, modeling and other models to shape children's development in any desired direction/behaviour. Teachers and parents can use positive reinforcement and other rewards to influence both preschoolers and primary school behaviour. Teachers and parents should serve as models thereby modeling desirable behaviour; Behaviourists strengthen responses by applying reinforcement. Teachers and Parents should be aware that behaviour is shaped by experiences and children are in a

position to shape their growth and development. Teachers/parents should recognize children's behaviour that are desirable and ignore undesirable behaviour that they would prefer not to be reflected. In addition, children learn many types of behaviour by imitating others (peers, teachers, parents) and those who identify with them. Teachers and parents should strive to be with their models.

3.4 SOME IMPLICATIONS OF MATURALISTIC THEORY OF CHILD DEVELOPMENT

The Maturalistic theory stressed that what children become is inherited at birth. The theory emphasized that behaviours and abilities simply unfold as children mature. In this regard, teachers and parents must appreciate the individual differences and variations of children, in addition accept diverse interpersonal styles or temperaments that are part of children's genetic expression while learning and teaching.

Teachers especially should adapt classroom to meet personality trait and the unique inborn trait of individual children rather than expect children to adapt to classroom.

3.5 SOME IMPLICATIONS OF SOCIOCULTURAL THEORY

Socio-cultural theorists view mental growth, development in language as the most critical in the cognitive development stage theory. In the same vein, they view development as the active and internal construction of knowledge. Socio-cultural theory is more cultural sensitive in child development. The sociocultural theory is also concerned about the intellectual development like Piagetian theory. This implies that the theorists of this group are highly influenced by language, social interaction and culture. In this respect, teachers and Parents should provide interesting learning experiences, ask questions and pose challenges in order to help especially the preschoolers to actively solve problems within their understanding of the world. Teachers and Parents also should be "ready to help children's learning by answering any questions, prompting, or giving hints when the solution to a problem is just beyond the child's level of ability"

3.6 SOME IMPLICATIONS OF ECOLOGICAL SYSTEMS THEORY

Ecological systems theorists believe that individual development is influenced by factors in the immediate environment, society and culture as a whole. In this regard, teachers must help parents and families to have access to community resources for child development.

Teachers must realize that classroom intervention as well as family, community and society factors must ensure positive child development in terms of learning and cultivation of healthy tendency among children at this level.

SELF ASSIGNMENT EXERCISE

- i) What are the implications of Erikson's theory to early childhood education (preschoolers and kindergarten) and primary school grade?
- ii) what are the implications of Jean Piaget's theory for working with preschool and primary school grades in the classroom.
- iii) What are the implications of behaviouristic theories for teaching preschoolers and primary school pupils?

You may include the following answers in addition:

- a) Erikson's description of psychosocial development calls attention to interpersonal relationship which are of special significance to preschool and primary school levels:
 - Preschool years according to Erikson involve freedom with guidance. Preschoolers at the age of three years are of the

stage of autonomy versus shame and doubt; and preschoolers between four and five years old are at the initiative versus guilt level.

Autonomy develops when preschool children are permitted by teachers and parents to do what they are capable of doing. Shame may be experienced if a child feels that weakness have been noticed by others (Peers). Doubt may develop if preschoolers and kindergarten children attempt to do too much which may cause them to lack confidence in their ability to deal with the environment. Teachers in particular take account of Erikson's theory in teaching preschool children and also permit them to engage in free experimentation or activities to encourage the development of autonomy in order to reduce the possibility of doubts about their capabilities.

Teachers and parents should encourage children to try something or activities they know they can accomplish in order to overcome frustration. Teachers and parents should also make them avoid making children feel guilty about well-motivated goals. Kindergarten children may be more concerned about initiative than autonomy. Erikson notes

that initiative adds to autonomy the quality of undertaking, planning and “attacking a task for the sake of being active and on the move”. Teachers might permit a child to have self initiated activity and intervene only when a child infringes on the rights of others. Erikson emphasizes that parents and teachers of four and five year olds (guilt stage) should try to divert jealousy aroused by peers who have already accomplished what the child is attempting.

During the primary school grade, children are at the stage of industry versus inferiority. Accordingly, teachers and parents should promote a sense of industry by giving them opportunities and encouragement to experience work completion. This can be done by teachers paying attention to the provision of a variety of assignments described in terms of specific objectives of any lesson plan for primary school pupils to know when they have completed tasks. Such tasks might be arranged so that each pupil proceeds at his or her own rate. Teachers are advised to provide remedial instruction immediately it becomes apparent that difficulties are being encountered by the pupils.

ii) Piaget theory has had a major effect on the theory and practice of education. The theory focused on an education with environment, curriculum, materials and instruction that are

suitable for preschoolers and primary school pupils in terms of their physical and cognitive abilities and their social and emotional needs. The theory also focused on the process of children's thinking in learning activities and acceptance of individual differences in developmental progress. Teachers must consider children's thinking in order to operate at a concrete rather than at an abstract level.

Applying Piaget's theory in the classroom among preschool and primary school grades encourages the teachers to assess the level and the type of thinking of each child in the class. Teachers ask individual children to explain some of the Piaget's experiments such as conservation of quality, area, length; and reversibility of members. Teachers are required to spend most of their time listening to each child and explaining his or her reactions. Teachers should also provide variety of materials and opportunities for children to learn on their own. Teachers should remember that learning through activity-based and direct experience is essential. At the primary school level, teachers must encourage activity and pupil's social interaction so that pupils can learn from each other. Teachers must encourage children to classify things or materials on the basis of their characteristics or single

attribute before exposing problems that require relationships among two or more attributes. Teachers should always ask children to explain their concept and nature of an object or situation.

iii) Behaviourists theories such as classical and operant conditioning; and social learning theory focus on observation of children's event and current behaviour in terms of elicited, emitted and observable. The theories strengthen resources by supplying reinforcement among children at preschool and primary school levels. In addition, social learning theory in particular gives attention to the significance, identification, imitation and modeling of behaviour among preschoolers and primary school pupils.

Teachers should be aware that behaviour is shaped and reinforced by experiences and should also be in a position to arrange experiences for children to shape their growth and development. Teachers and parents should ignore pupil's undesirable behaviour that would not be repeated. Teachers and parents should also strengthen desirable behaviour of pupils through reinforcement. Teachers and parents should remember that children learn different types of

behaviours by imitating others as such they should strive to be a worthwhile model for the children.

The implications of the theories of child development point to the fact that teachers can apply knowledge of child development to curriculum planning and classroom interaction. In this process, early childhood development implies the development of children from conception and birth through preschool and early primary school. The study of child development applies essentially to the cultural variation and developmental diversity in the ways children think, learn play, interact and communicate. Teachers and caregivers should provide classroom experiences and activities that enhance how children think, interact with peers and feel about themselves.

4.0 CONCLUSION

This unit discussed some implications of child development theories such as:

- Psychoanalytic development theory,
- Behaviour theory,
- Cognitive-development theory,
- Naturalistic theory,

- Social-cultural theory and
- Ecologist system theory, to the learning and teaching preschoolers and primary school grades.

The implications of the theories point to the fact that teachers especially caregivers and parents should pay an important attention to child development in early childhood education and primary school education.

5.0 SUMMARY

In this unit, we have identified some implications of child development theories for the effective learning and teaching of early childhood and childhood children. The theories also emphasized the role of teachers and parents in child development.

6.0 TUTOR MARKED ASSIGNMENT

- i) Identify five theories of child development and discuss their implications to early childhood education and primary school education with practical examples.

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MODULE 3: EARLY CHILDHOOD EDUCATION/PRIMARY EDUCATION CURRICULUM/TEACHING

UNIT 1: EARLY CHILDHOOD EDUCATION/PRIMARY EDUCATION CURRICULUM DELIVERY

1.0 Introduction

2.0 Objectives

3.1 National curriculum for early childhood education (NCECE)

3.1.1 National early childhood curriculum for ages 0– 3years

3.1.2 National early childhood curriculum for ages 3– 5years

3.1.3 Primary school curriculum

4.0 Conclusion

5.0 Summary

6.0 Tutor market assignment (TMA)

References

1.0 INTRODUCTION

Childhood education covers early childhood education and primary education within the periods of 0-3years, 3-5years and 6- 11⁺ years. These periods fall within early childhood curriculum for ages 0 -3years, early childhood education curriculum for ages 3 – 5years and primary education curriculum for ages 6 – 12 years. Childhood comprises of babyhood (day care or crèches) early childhood period, (Nursery school/pre-school period) middle childhood (Junior primary education) and latehood (Senior primary education 6 – 12years).

The issues, challenges and trends of what to teach; How to teach it, why teach it; “where the teaching takes place” and more suggest curriculum. Teachers /caregivers should pay attention to curriculum development, innovation and implementation of preschool and primary school curriculum. The preschool and primary school curriculum is a systematic arrangement of subjects of study designed to advance preschoolers’ and pupils’ knowledge and competences. Curriculum simply means “all the

experiences children have under the guidance of the school” or “all learning opportunities provided by the school.” Teachers can apply knowledge of child development to correction and classification interaction. Early childhood education and primary education have been called the bedrock of the foundation of Nigerian educational system. In this respect, there is the need to provide functional curriculum for these lads in order to improve quality of education and quality assurance aiming at the process of diagnostic education of all the content areas and review of the learning and teaching strategies that would make early childhood education and primary education more functional and effective.

In this regard, Nigerian Educational Research and Development Council (NERDC), with the support by UNICEF, helped Nigeria to design National Early Childhood Curriculum (NECC) for Ages 0 – 5 years which was not in place because the management of early childhood education was in the hands of private sectors. The NECC for ages 0 – 5 years is subdivided into age bracket of 0 – 3 years in early childhood education and development, National

Early Childhood Curriculum for ages 0 – 5years. Primary School Curriculum was earlier provided by NERDC.

2.0 OBJECTIVES

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

- (i) Define curriculum
- (ii) Identify the two division of National Curriculum
- (iii) For Early Childhood Education, Enumerate eight themes of NCECE for ages 0 – 3years and 3 – 5years each would make early childhood education and
- (iv) Outline the content of each theme (ages 0 – 3years and 3 – 5years) primary education have functioned and effected.

3.1 NATIONAL CURRICULUM FOR EARLY CHILDHOOD EDUCATION (NCECE)

The NCECE is divided into two parts namely:

- National Early Childhood Care Curriculum for Ages 0 – 3years.

- National Early Childhood Care Curriculum for Ages 3 – 5years.

3.1.1 NATIONAL EARLY CHILDHOOD CURRICULUM FOR AGES 0 – 3YEARS

This curriculum focused on children within age bracket 0 – 3years and the content areas of this curriculum are made up of eight (8) themes namely:

- ❖ Physical Development
- ❖ Affective/Psychosocial development
- ❖ cognitive Development,
- ❖ Food and Nutrition,
- ❖ Health
- ❖ Water and Environmental Sanitation
- ❖ Safety Measures and
- ❖ Protection issues.

3.1.2 NATIONAL EARLY CHILDHOOD CURRICULUM FOR AGEAS 3 – 5YEARS

The content areas of this curriculum comprise eight themes viz:

- Physical Development
- Affective/Psychosocial development
- Food and Nutrition,
- Health
- Water and Environmental Sanitation
- Safety Measures
- Protection issues, and
- Protection issues.

Each subtheme is made up of topics, performance objectives (for Parents/Caregivers/Teacher), Teaching/learning materials and Evaluation Guide, in details of both National Early Child Curriculum for ages 0 -3years and 3 – 5years respectively. The curriculum content areas of early childhood education and primary education contain information for teachers

/caregivers/parents to assess the trends of attainment for preschoolers and pupils. The teachers/caregivers are responsible for the whole curriculum and should encourage all children to reach their full potential. With available learning/teaching resources, teachers and caregivers/parents should respond to the individual needs of children including those with learning difficulties as well as able children. More importantly teaching staff should place a high value on children's attitude to learning, and should be dedicated or committed, caring, enthusiastic, supportive, patient and tolerant in order to achieve cheerful cooperation, good behaviour and effort among the preschoolers and pupils entrusted in their care.

3.1.3 PRIMARY SCHOOL CURRICULUM

Primary School Curriculum is meant to fulfill goals/objectives of primary education. Primary education according to Federal Republic of Nigeria (FRN, 2013) in its national Policy on Education is the education given to children aged 6–12years. The objectives

of Primary Education in view of the Policy (From 2013; 13:7):
are:

- a. Inculcate permanent literacy, numeracy and the ability to communicate effectively;
- b. Lay a sound basis of scientific, critical and reflective thinking;
- c. Promote patriotism, fairness, understanding and national unity,
- d. Instill social, moral norms and values in the child;
- e. Develop in the child the ability to adapt to the changing environment and
- f. Provide opportunities for the child to develop life manipulative skills that will enable the child function effectively in the society within the limits of the Child's capacity. Their objectives form the basis for primary school curriculum content areas. Curriculum for primary education according to the NPE shall be as follows:

➤ Primary Classes 1 – 3 (Junior Primary Education)

- 1) English studies
- 2) One Nigerian language
- 3) Mathematics
- 4) Basic Science and Technology:
 - Basic Science
 - Basic Technology
 - Information Technology
 - Physical and Health Education
- 5) Religion and National Values:
 - * Christian Religious studies
 - * Islamic Studies
 - * Social Studies
 - * Civil Education
 - * Security Education
- 6) Pre-vocational Studies
 - ❖ Home Economics

❖ Agriculture

7) Cultural and Creative Arts

8) Arabic (optional) material

Teaching shall be child-centred and individual and group activity-based. Teaching shall also be based on the use of variety of teaching strategies or methods and instructional resources. Primary classes 4 – 6 cover all the subjects in primary classes 1 – 3 in addition to French language, sign language, Music, Fine Arts etc.

Teaching in senior primary classes shall be the process of participation, exploration, experimental and child-centered. The subject curriculum content, syllabus, scheme of work and lesson plan are very important to teachers and the entire school. The school curriculum is the means by which the objectives of primary education are achieved. The primary school teachers should understand “Why and How” these subjects are taught. The curriculum is about the development of skills, attitudes, personal qualities, behaviour and conduct among children at this level.

SELF ASSIGNMENT EXERCISE 2

- (i) Define Curriculum
- (ii) State two divisions of National Curriculum for Early Childhood Education for different age brackets
- (iii) Identify eight themes of National Curriculum for Early Childhood Education for ages 0 -3years and 3 – 5years.
- (iv) Outline the content areas of each theme for ages 0 – 3years and 3 – 5years.

You may include the following answers:

- 1) Curriculum means “all the experiences children have under the guidance of the school or all learning opportunities provided by the school.
- 2) The two divisions of National Curriculum for Early Childhood Education are
 - a. National early childhood curriculum for ages 0 – 3years and

- b. National early childhood curriculum for ages 3 – 5years.
- 3) The eight themes of National early childhood curriculum for ages 0 – 3years each are
- * Physical development;
 - * Affective/Psychosocial development
 - * Cognitive development
 - * Food and Nutrition;
 - * Health,
 - * Water and environmental sanitation,
 - * Safety measures and
 - * Protection issues
- 4) The answer is seen in the appendix for example, the content of theme – Physical Development – (0 -3years) includes:
- a. Personal Data
 - b. Child growth, monitoring and caring

- c. Child interaction with the environment and
- d. Basic right of the child etc.

4.0 CONCLUSION

In this unit, you have learnt childhood education curriculum in the form of Early Childhood Education Curriculum for ages 0 - 3years and 3 -5years; and 6 - 12years for primary education. Each of the curricula has distinctive features based on the objectives of each educational system. Most of the time each curriculum whether early childhood education or primary education is derived from its objectives of the level. The teachers, caregivers and parents are responsible for the whole curriculum and should encourage all children to reach their full potential through functional curriculum that is individual and activity based.

5.0 SUMMARY

You have learnt in this unit that:

- i) The issues, challenges and means of “What to teach; how to teach it; why teach it, where the teaching takes place” and more suggest curriculum.
- ii) Curriculum simply means all the experiences children have under the guidance of the school or all learning opportunities or experiences provided by the in-school and outside the school.
- iii) The two divisions of National Curriculum for Early Childhood Education are:
 - a. National early childhood curriculum for ages 0 – 3years and
 - b. National early childhood curriculum for ages 3 – 5years
- iv) The eight themes of National Early Childhood Curriculum for ages 0 – 3years and 3 – 5years each are: physical development; Affective/Psychosocial development; Cognitive

development; food and Nutrition; Health; Water and Environmental Sanitation; safety measures; and Protection issues. The content areas of each is shown in the appendix –

- c. Primary school curriculum is also identified at the Junior Primary School (classes 1 -3) and Senior Primary School (classes 4 – 6). The subject areas are shown on pages 7, 8 etc. of the policy.
- d. The teachers/Caregivers should be resourceful and committed or dedicated for the implementation of these stages of curriculum development and innovation.
- e. The training of Teachers/Caregivers in the Early Child Education should be given attention and priority by the federal, state and local governments in Nigeria.

6.0 TUTOR MARKET ASSIGNMENT (TMA)

- a. Define Curriculum with appropriate examples.
- b. Describe the features of National Curriculum for Early Children Education for ages 0 -3years and 3 – 5years.

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UNIT 3: TEACHING METHODS IN PRIMARY SCHOOL

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Some Teaching Methods
 - 3.2 Types of Teaching Methods
 - 3.2.1 Project Method
 - 3.2.3 Discussion Method
 - 3.2.3 Discovery Method
 - 3.2.4 Demonstration Method
 - 3.2.5 Field trips Methods
 - 3.2.6 Problem Solving Method
 - 3.2.7 Questioning Method
 - 4.0 Conclusion
 - 5.0 Summary
 - 6.0 Tutor Marked Assignment
 - 7.0 References/Further Reading

1.0 INTRODUCTION

The professionally trained and competent teacher should have three things in mind in the teaching-learning process in the classroom. These are knowledge of learner, knowledge of subject matter and knowledge of teaching methods. The duty of a teacher is to transmit the subject matter to the learner through appropriate teaching methods or combinations of two or more methods in order to achieve the stated specific objectives of a lesson.

2.0 OBJECTIVES

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

- a) List and discuss the major teaching methods used in primary school.

3.0 MAIN CONTENT

3.1 TEACHING METHOD

In unit 2, you learnt the meaning of teaching method and the need to use them in teaching-learning process at early childhood education level.

The transition from preschoolers to primary school level required the discussion of more teaching method. A teacher is supposed to know when and where to use any teaching method or when combination of two or more methods is applicable.

3.2 TYPES OF TEACHING METHODS

3.2.1 PROJECT METHOD

The project method of teaching involves the teacher's guidance on the procedure of giving pupils planned or meaningful project for the purpose of implementation and justification by a pupil or group of pupils or a whole class projects. This must be practiced and read in their natural environment where pupils will integrate their experiences. This method encourages pupils to develop imaginative and initiative skills.

3.2.3 DISCUSSION METHOD

Discussion method of teaching is a pupil-centred activity. It is democratic and interactive process of learning by which pupils are allowed to raise problems or questions of their own and find solutions to them. This method encourages logical and constructive thinking by the pupils. The teacher is also involved but must not dominate the discussion or he may serve as a moderator.

3.2.3 Discovery Method

This is a method which leads pupils to find or discover things by themselves. It is a pupil-centred approach of learning. There are two types of discovery method namely:

- ❖ The guided discovery and
- ❖ The unguided discovery.

In guided discovery method, the teacher guides the pupil to find out solution to given problems by themselves or individually while unguided discovery method involves the pupils to find out or discover things or facts for themselves. Generally, discovery

method of teaching helps to develop manipulative and intellectual skills.

3.2.4 Demonstration Method

It involves teaching- learning situation where the teacher explains to the pupils how something works. Activities are performed by the pupils in groups or individually. Demonstration methods are well adopted during the teaching-learning processes where the teacher displays materials or equipment.

3.2.5 Field Trips Methods

This method involves taking learners outside the classroom to observe things in their natural life settings or for excursion. It is used to make learners discover knowledge in a real life situation. It also involves taking the learners to places of relevance or importance such as factories, industries, institutions, ecological gardens, etc. Field –Trip method helps to sharpen the learner’s observational abilities and breaks monotony of classroom teaching.

3.2.6 Problem Solving Method

Problem-solving method of teaching involves the identification of a problem for pupils especially in senior primary school level to solve with guidance from the teacher. The learner is required to give solutions to the problem defined and have fair knowledge of what to do and how to gather necessary information or data. The teacher guides learner at every stage of the process.

3.2.7 Questioning Method

This method cuts across all other teaching methods. The teachers uses questions to ascertain the readiness of pupils and the understanding level of pupils as the lesson progresses and ends. It is used in the process of formulative evaluation and summative education during lessons in the classroom. It also makes pupils to pay attention during lessons and to lay more emphasis into relevance points in a lesson.

Self Assessment II

- (i) What is a Teaching Method?
- (ii) List various types of Teaching Methods used in primary schools.

4.0 Conclusion

You have been exposed to some teaching methods used in primary schools. You should also note that each of these methods if effectively used by the teachers help to promote teaching-learning processes. An effective teacher should therefore, learn to use appropriate method or a combination of methods at the right time.

5.0 Summary

In this unit, you have learnt six teaching methods used in primary schools by the teachers, these methods are; project methods, Discussion method, Discovery method, Demonstration method, Field-Trip method, Problem Solving-method and Questioning method.

6.0 Tutor Marked Assignments

- a) Define Teaching Method
- b) List six teaching method and discuss them with appropriate examples.

7.0 References/Further Readings

Adewayi, J.O (2000): Introduction to Teaching Methods.

MODULE 4: EARLY CHILDHOOD EDUCATION**PROGRAMMES/CENTERS AND PRIMARY EDUCATION:****MINIMUM STANDARDS FOR ESTABLISHMENT.**

Unit 1: Early Childhood Education Programmes/Centers

Unit 2: Early Childhood Education/Primary Education Minimum Standards for Establishment

Unit 3: Challenges of Early Childhood Education and Primary Education.

UNIT1: EARLY CHILDHOOD EDUCATION**PROGRAMMES/CENTERS****CONTENT**

1.0 Introduction

2.0 Objectives

3.0 Main content

3.1 Early childhood education programmes

3.2 Early childhood education centers

4.0 Conclusion

5.0 Summary

6.0 Tutor marked Assignment

7.0 References/Further Reading

1.0 INTRODUCTION

2.0 At Present, early childhood education has become a major focus of National Policy on Education in Nigeria. In almost all the countries of the world, early childhood education programmes exist among Day-care Programmes, Kindergarten Programmes etc. Day-Care Programmes exist to provide child-care services basically for working parents. Compensatory preschool programmes are designed to prepare advantaged children for entry into Kindergarten and first grade (Slavin, 2009)

In Nigeria, Early Childhood Education is aged 0-4 according to National Policy on Education (2013). Early childhood education is segmented into ages 0-4 years and situated in day care or crèches, fully in the hands of the private sector and social development services (FRN, 2013:4) whilst ages 5-6 are within the formal education sector.

3.1 EARLY CHILDHOOD EDUCATION PROGRAMME

Early Childhood Development (ECD), Early Childhood Care (ECC) later metamorphose into Early Childhood Care and Development (ECCD) and currently known as Early Childhood Care, Development and Education (ECCDE). Early Childhood education has come under different nominations by UNICEF starting from ECD, ECCD and ECCDE. Nigeria, however adopted the name integrated Early Childhood Care and Development (IECD) with the intention to support the Nigerian child with good nutrition and health, a healthy environment, psycho-social stimulation, protection and security among other objectives (NERDC, n.d P.4).

The philosophy of the IECD is to make education universal and accessible to all Nigerian children via the integrated approach which ensures a child's full development physically, mentally and socially, right from birth.

In this regard, the objectives of the IECD according to National Policies on Education in Mezieobi et al (2008): are;

1. Providing care and support to the child in the form of good nutrition, health, healthy and safe environment; psycho-social stimulation, protection and security;
 2. Inculcating the spirit of inquiry and creativity in the Nigerian child through the exploration of nature, the environment, art, music and play with toys (and other materials);
 3. Effecting a smooth transition from the home to the school; for children of ages 0-; and community/school linked centers for children of ages 3-5;
- Institutionalizing appropriate training schools for professional caregivers in order to equip them to manage Early childhood care development and Education; (ECCDE),
 - Creating a network of stakeholders for regulating and ensuring quality control in all aspects of ECC (ECCDE).
 - Monitoring and evaluating ECC centers (ECCDE centers)

The early childhood education and primary education are two foundations of basic education in Nigeria. Both of them are owned by state and federal governments, private, individuals, organization, mission and community.

The types of ECCDE centers are Day Care/Creche for infant children between ages 0-2, pre-primary/play group for children between 3 to 4 years and Nursery/Kindergarten for children between 3 to 5 years. The necessity for good educational foundation cannot be overemphasized, the laying of the foundation to be beneficial and effective should start very early in life. It is in recognition of this fact that led to the establishment of ECCDE centers

Self assessment exercise

- ❖ What is the philosophy of IECD?
- ❖ State two objectives of IECD.
- ❖ Outline three types of ECCDE centers and give reasons for your classification.

4.0 CONCLUSION

In this unit you have learnt the objectives of IECD which is also in line with the purpose of ECCDE. You have learnt the types of ECCD centers. ECCDE is very fundamental to the future overall development of the human persons.

5.0 SUMMARY

You have learnt in this unit the objectives of IECD which is in line with the purpose of ECCD and types of ECCDE centers for physical, social emotional and cognitive development of children of various stages.

6.0 TUTOR-MARKED ASSIGNMENT

- 1a. State the purpose of ECCD
- b. List three types of ECCDE in Nigeria and give reasons for ECCDE centers.
- c. Give reasons why ECCDE centers are concentrated Calabar area.

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UNIT 2: EARLY CHILDHOOD EDUCATION/PRIMARY EDUCATION MINIMUM STANDARDS FOR ESTABLISHMENT

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main content
 - 3.1 minimum standards for the Establishment of ECCDE and Pre-Primary Schools
 - 3.2 minimum Standards for the Establishment of primary schools
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-marked assignment
- 7.0 References and further reading
- 1.0 Introduction

In unit 1 of module 4, you have learnt Early childhood Education Programme/centers with reference to objectives of IECD and ECCDE. In the same unit you have learnt types of ECCDE and their centers. In this unit therefore the emphasis will be on

establishing minimum standards for ECCDE and pre-primary schools; and primary schools in Nigeria.

2.0 OBJECTIVES

At the end of unit 2, you should be able to:

- (i) Describe the minimum standard guidelines for Establishment of early childhood and pre-primary schools in rural and urban areas in Nigeria
- (ii) Describe the minimum guideline for Establishment of primary schools.

3.0 MAIN CONTENT

3.1 MINIMUM STANDARDS FOR ESTABLISHMENT OF EARLY CHILDHOOD AND PRE-PRIMARY SCHOOLS

In Nigeria, the categories of early childhood education are in three levels namely Day/care/Creche, pre-primary/ play group and Nursery/Kindergarten for children between ages 0-5years. This is popularly known as ECCDE centers.

According to Minimum standard for establishing schools (MSES) (2005) in Nigeria, the locations of schools are Rural, semi-

urban and urban areas. But rural areas are graded into Rural (grades) and rural (grade 1); and urban is classified as special grade. In all, the location involves rural (grade 3), semi-urban, rural (grade 1) and urban (special grade).

MSEs, gave different description for different grades in terms of facilities and four major sub-headings namely, staffing, and utilities, these must be provided for the approval of the schools and they differ in different locations (rural, semi-urban). The ownership of early childhood education and pre-primary schools are the proprietors/proprietresses of private sector, individuals or social organizations, missions, communities and government. The groups of people must come long side with the fees and conditions presented by the state based on the minimum guidelines for establishment of new early childhood education and primary schools. MSES indicate that where the school fails to meet up with these minimum standards, the final approval is withheld.

3.2 MINIMUM STANDARDS FOR ESTABLISHING PRIMARY SCHOOLS IN NIGERIA

like early childhood education and pre-primary schools minimum standard for establishment of primary schools are detailed in the description of facilities, instructional materials, staffing and utilities to be provided for the running of the schools in rural semi-rural, (grade 2), urban (grade 1) and urban special. MSES documents also specified that no school should have more than primary 1-3 at commencement and must provide vital information on the staff, curriculum, infrastructure, funding etc.

SELF ASSESSMENT EXERCISE

- i. Describe the minimum standards for establishing ECCDE and primary schools.

4.0 CONCLUSION

We have noted that early childhood education and primary education are cutting edge of Nigeria educational system. The minimum standards for establishing both early childhood and pre-primary schools and primary schools were reviewed in the national

policy on education (2004). This minimum standards for the establishment of schools at both levels emphasized provision of facilities, instructional materials, staffing, and utilities.

5.0 SUMMARY

In this unit, you have learnt that the minimum standards for the establishment of early childhood education/pre-primary schools and primary schools come in terms of provision of facilities, instructions resources, adequate staffing and utilities.

6.0 TUTOR-MARKED ASSIGNMENT

Discuss requirements for establishing both ECCDE and Early childhood education school in Nigeria.

7.0 REFERENCES/FURTHER READING

Minimum standard for establishing schools in Nigeria (MSES, 2005): federal Ministry of Education: Espac printing & Advertising Ltd.

UNIT 3: CHALLENGES OF EARLY CHILDHOOD EDUCATION AND PRIMARY EDUCATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main content
 - 3.1 Challenges of early childhood education
 - 3.2 Challenges of primary education
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References and Further Reading
- 1.0 Introduction

Early childhood education and primary education are facing a lot of challenges and there are the corner stone of Nigeria educational system. For the fact that the National Policy on Education (NPE) first launched in 1977 and revised in 1981, 1998, 2004 and 2013 have not gone well based on issues, problems and trends in terms of implementation of ECCE and primary education

respectively. The policy also emphasized the ownership of early childhood education and primary education respectively.

2.0 OBJECTIVE

By the end of this you should be able to:

- i. Discuss major challenges of early childhood education in Nigeria
- ii. Explain the challenges of primary education.

3.0 MAIN CONTENT

3.1 challenges of early childhood education in Nigeria

The challenges of ECE are the following;

- (i) Problems of NPE implementation: Governments neglected ECCDE and also encourages more on the private ownership of ECCDE. There is no reasonable effort to make most state governments to be actively involved in the provision of pre-primary education". The management and control of ECCDE and kindergarten education lie under the individuals, social organizations, regions agencies, etc who establish them. The

issue of ownership creates double standard in the normal procedures of managing early childhood education in Nigeria.

- (ii) The proliferation of private pre-school institutions as a result of monetary gains and materialistic tendencies for economics gain reduce the quality of early childhood education in Nigeria. A majority of these pre-school institutions are located especially in the rural and semi rural areas as such they are not measuring up to the minimum standard of establishing the institutions. Most of them lack adequate facilities; instructional materials, utilities and staffing. For staffing in particular in the area of teaching staff, majority of them are not trained as pre-school teachers/caregivers. In this case, the curriculum delivery cannot be affected because of lack of adequate and qualified teachers. Teachers are not trained according to the needs of preschoolers. The helping hands apart from teachers are also in short supply.
- (iii) The major proprietors/proprietresses know next to nothing in the establishment of early childhood education institutions. They just establish pre-school institution for economics gains.

- (iv) The pre-school institutions are not properly supervised, inspected and administered in line with the federal government minimum standards for establishing early childhood education and pre-primary education.

3.2 CHALLENGES OF PRIMARY EDUCATION IN NIGERIA

Some challenges of primary educations in Nigeria are:

1. The Nigeria National Policy in Education encourages private ownership of primary education. These private schools are not measuring up to minimum standards for establishment in terms of provision of facilities, staffing, utilities etc
2. Primary schools lack adequate and qualified teachers
3. insufficient funding of primary education programme
4. Lack of teachers commitment as a result of irregular payment of teachers salaries and other fringe benefits
5. High enrolment rate, retention and gender parity leaves much to be desired.
6. The phenomenon of boys “drop-out, drop-in and stay out” giving gender disparity as a result of economic pressures and a new meaning in Nigeria.

7. The decline in quality which is attributed to inadequate instructional materials, poor teacher's quality, pre-leader and over-leader curriculum.
8. The decline in quality of primary education can be attributed to ineffective school administration and supervision, poor record keeping, poor assessment of learning outcomes etc.
9. Many primary schools especially rural areas lack school health provisions and "adequate infrastructural facilities" for example conducive classrooms and good school buildings to promote quality teaching/learning environment.
10. Primary school teachers in work to rule actions or strike actions when their demands/needs are not met which leave the syllables not covered for internal and external examinations.

SELF ASSESSMENT EXERCISE

- a. Identify and discuss five challenges facing early childhood education and pre-primary education in Nigeria.
- b. Outline five challenges facing primary education in Nigeria and discuss in details with appropriate examples.

4.0 CONCLUSION

In this unit, you have learnt the challenges of early childhood education and pre-primary education and primary education in Nigeria.

5.0 SUMMARY

You have learnt in this unit that the challenges facing both early childhood education and primary education focused on the following:

- i. Staffing
- ii. Facilities
- iii. Instructional materials
- iv. Utilities
- v. High enrolment rate, retention and gender disparity
- vi. Irregular payment of teachers
- vii. Incessant strike action or work to rule action etc

6.0 TUTOR-MARKED ASSIGNMENT

- a. Discuss challenges facing early childhood education with appropriate examples.

b. Discuss primary education challenges in Nigeria

7.0 REFERENCES/FURTHER READING

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Mezieobi Ken. A, John-nwosu Angela, D.and Opara Jala M. 92008): philosophy of pre-primary and Primary Education in Nigeria: An Introduction; Owerri (Nigeria): Acda Peak Publishers.

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UNIT 2: TEACHING METHODS IN EARLY CHILDHOOD EDUCATION/PRIMARY EDUCATION

CONTENTS

- 1.0 introduction
- 2.0 objectives
- 3.0 Main Contents
 - 3.1 Some teaching methods in early childhood
education/primary education
 - 6.1.1 Play method (play-way method)
 - 6.1.2 Story telling method
 - 6.1.3 Dramatic method
 - 6.1.4 Outdoor method
 - 6.1.5 Cooperative method
 - 6.1.6 Story telling method
 - 6.1.7 Discussion method
- 7.0 Conclusion
- 8.0 Summary
- 9.0 Tutor-Marked Assignment

10.0 References/Further Readings

1.0 INTRODUCTION

In teaching and learning process, there are three basic qualities required of a teacher. They are knowledge of the learner; knowledge of the subject matter and knowledge of the teaching methods in order to achieve curriculum delivery of the various education goals. There must be ways of attaining the goals. For effective teaching of any subject especially at early childhood education and primary education levels, a variety of teaching methods need to be recognized.

In this unit, you will be exposed to a good number of teaching methods

2.0 OBJECTIVES

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

- ❖ Explain a teaching method
- ❖ Discuss major methods of teaching preschoolers.

3.0 MAIN CONTENT

3.1 Methods of teaching preschoolers

It is the duty of preschool teachers and caregivers to have knowledge of the subject matter, learner and method of teaching. A number of these methods exist depending on the one or two that are most appropriate method (s) accepted which determines to a great extent what the preschooler assimilates.

A teaching method therefore is a systematic and orderly procedure in teaching and learning processes. The method or technique is a way of imparting knowledge. In preschool a combination of methods would be required at this stage for effective learning to take place. The major method used in teaching preschoolers is play method.

SELF ASSESSMENT EXERCISE 1

Suggest the major method of teaching preschoolers and give reason for your choice.

3.2 PLAY METHOD

Play is the center of early childhood education. Pioneers of early childhood like Froebel, Montessori, Piaget, Vygotsky and John Dewey all believed the early childhood education curriculum should

be based on play-way method. Early childhood education recognized the value of play for physical, social, emotional and intellectual development. Play is essential to all aspects of children's development. Play is a socializing agent which involves language development, and develops thinking ability of the child.

Play is the major teaching method in early childhood education. Play simulates preschoolers for activities and caters for most stimulation needs of the child. The natural way of learning by preschoolers hinges on play. It is an integral part of infancy and childhood. Play is for socio emotional development of children. Preschoolers are therefore exposed to play namely dramatic play, and outdoor play.

In addition Silvan (2009) identified four categories of play that reflect increasing levels of social interaction. These are solitary play, parallel play, associative play and cooperative play. Preschool teachers/caregivers should provide materials because children learn many things through play. It is the cornerstone of children's learning.

- (i) Dramatic Play:** Early in life, children act and repeat the actions, roles, and works of their peers and adult this type of play especially during early childhood education is known as dramatic play. Dramatic play provides many learning opportunities for the preschoolers in order to enable them develop social skills and motor skills.
- (ii) Outdoor Plays:** Play activities carried by preschoolers outside the classrooms. Outdoor games like kicking, climbing, picking stimulate the body muscles of children.
- (iii) Solitary Play** is play that occurs alone, often with toys, and is independent of what other children are doing (Salvin, 2009).
- (iv) Parallel Play** involves children engaged in the same activity side by side but with very little interaction or mutual influence (Salvin, 2009). Here children play independently.
- (v) Associative Play:** play that has increased levels of interaction in the form of sharing, turn-taking, and general interest is what others are doing. Here some are running or chasing themselves etc.
- (vi) Cooperative Play:** Play in which children join together to achieve a common goal. Here each child plays a particular

role, although dependent on others to achieve the goal of the play.

(vii) Sociodramatic Play (Pretend Play): This involves realistic activities when preschoolers play becomes more complex as a result of advances in cognition. For instance, when preschoolers make-believe acts with objects e.g. a preschooler pretending to drink from a cup etc.

(viii) Play Work: This is a type of play in which children integrate play activities with family choices (Trawich-Smith, 2009).

Teachers/caregivers should pay attention to play activities of preschoolers because they learn a lot through play. Play is important because it exercises their experiences in language arts, social skills, cognitive and general personality development. In sum, what children learn through play are to develop tolerance, patience, empathy; and to improve cooperation among themselves, increase their linguistic, and become more independent etc.

(ix) Story Telling Method: In preschool stage, children learn a lot through stories. In this regard, stories are either told by the children themselves or teachers read to them. Story Telling

Method encourages moral and value education among preschoolers. It also develops listening skills in them and sometimes it is used to discipline them.

- (x) Discussion Method:** In discussion method, the teacher provides the preschoolers materials or different classes or categories and facilities which will stimulate and encourage them to explore, manipulate and experiment with them and eventually lead them to find out or discover things for themselves. As the child grows, stimulation involves naming objects, identifying colours and the teacher should give the child a chance to feel the shape and textures of different objects etc.

4.0 CONCLUSION:

You have seen the different methods of teaching the preschoolers. Most of these methods are play-way methods. It is very necessary that you use them in teaching the preschoolers.

5.0 SUMMARY;

In this unit you have studied the different methods of teaching the preschoolers. These methods include; play-method which can be solitary, parallel, associative and cooperative play methods; dramatic play, outdoor play, sociodramatic play, play work e.t.c., story-telling among others.