

# M2: DEVELOPMENT OF CHILDREN & YOUTH & EMPLOYABILITY

At the end of this module, students should be able to:

1. name the factors influencing a student's development;
2. identify individual and gender differences;
3. describe the nature of motivation, intelligence, emotional intelligence (EI), learning styles, & their implications for teaching & learning;
4. consider the educational implications of memory & brain laterality;
5. analyse the nature of stress & how to reduce it;
6. explain the nature & importance of hard & soft skills for employability.

# M 2: DEVELOPMENT OF CHILDREN & YOUTHS

*Types of Developmental Theories*

*Factors influencing a student's development*

*Individual differences*

*Gender differences*

*Motivation*

*Stress*

*Emotional Intelligence*



# CITC TOPICS & SUBTOPICS (contd.)

*Intelligence*

*Learning Modalities*

*Learning Styles*

*Characteristics of the 4 Identity Statuses of  
Adolescents*

*Memory*

*Left & Right Brain Learning*

*Prof Chiam Heng Keng's Psychological Study of  
1071 Rural Malaysian Adolescents*

# TYPES OF DEVELOPMENTAL THEORIES (Shunk,2000,224)

1. *Biological – invariant sequence of stages - genetic*
2. *Psychoanalytic – a series of personality changes brought about by need satisfaction*
3. *Behavioural – changes in behaviour produced by conditioning*
4. *Cognitive – changes in mental processes*
5. *Social-cultural – changes as people interact with each other*

# FACTORS INFLUENCING A STUDENT'S DEVELOPMENT (Cruikshank et al., 1999)

Goals

Expectations

Training

Learning

Ability

Past experience

Motivation

Intelligence

Personality

Interests



# INDIVIDUAL DIFFERENCES (MULLINS, 1996, 142)

1. Socioeconomic differences
2. Gender
3. Learning ability
4. Learning styles
5. Cultural differences
6. Developmental differences



# GENDER DIFFERENCES (Woolfolk, 2001)

## *MALE*

*More assertive*

*Higher self-esteem*

*Better math,  
mechanical, visual  
information  
processing skills*

*More forceful &  
competitive*

## *FEMALE*

*More extroverted,  
anxious, trusting &  
tender-minded*

*More sensitive &  
warm*

*Excel in reading  
comprehension,  
written & oral work*

*More passive*

# MOTIVATION

An internal state that arouses, directs, and maintains behaviour. (Woolfolk, 2001, 366)



## Types of Motivation

1. Extrinsic
2. Intrinsic

# EXTRINSIC MOTIVATION

6 Types of Rewards including Punishment

1. Tangible rewards, e.g. complimentary tickets to a football game

2. Recognition rewards, e.g. a certificate or diploma

3. Material rewards, e.g. book voucher

# EXTRINSIC MOTIVATION (contd.)

4. Social rewards, e.g. being made class monitor
5. Activity rewards, e.g. access to the college library
6. Punishment, e.g. standing at the back of the class

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# INTRINSIC MOTIVATION

*'The natural tendency to seek out and conquer challenges as we pursue personal interests and exercise capabilities.'*

*(Woolfolk, 2001, 368)*

# MASLOW'S HIERARCHY OF NEEDS



# EXPECTANCY X VALUE THEORIES

Motivation is the product of 2 main forces. ‘If I try hard, can I succeed?’ and ‘If I succeed, will the outcome be valuable to me?’

# THE 3 A's

*ASPIRATION*

*ATTITUDE*

*ACTION*



*Ref: Fleming, Peter (2000), Do what you love, love what you do. Singapore: Times Books International, 46.*

# ASPIRATION

*ASPIRATION: 'All our dreams can come true – if we have the courage to pursue them.'* (Walt Disney)

1. Set realistic goals
2. Become enthusiastic about those goals
3. Have a strong desire to see them brought into your life

# Attitude

*Yes I can! (anonymous)*

*If you think you are beaten, you are;*

*If you think you dare not, you don't.*

*If you like to win, but if you think you can't, it is almost certain you won't...*

*Life's battles don't always go to the stronger or faster man, but sooner or later the man who wins, is the man who thinks he can!*

**THINK POSITIVE.**

# ACTION

If you have set your goal, defined it, memorised and verbalised it, enveloped it with desire and expectation and 'lived' it, it is time for **ACTION**.

If you want to do something, you find a way. If you don't want to do anything, you find an excuse.  
(Arab proverb)

A quitter never wins and a winner never quits.

Avoid procrastination.

# STRESS

- 1. Definitions of stress*
- 2. Nature of Stress*
- 3. Eysenck's Theory of Personality Traits  
(selected)*
- 4. Applied Stress Control*
- 5. Functional Stress Management*
- 6. 7 Ways to Stop Stress*
- 7. References*



# DEFINITIONS OF STRESS

*Stress – ‘the adaptive response to any demand put upon a person. It requires adjustment to re-establish a normal balance.’ (Simmons, 2002, 2)*

*Stress or anxiety in the classroom – ‘general uneasiness, a sense of foreboding, a feeling of tension.’ (Hansen, 1977,91, cited in Woolfolk, 2001, 384)*

# NATURE OF STRESS

- 1. Heartbeat & pulse may increase.*
- 2. Blood pressure may increase.*
- 3. Breathing becomes faster.*
- 4. Mouth may go dry.*
- 5. Muscles may tense up.*
- 6. Palms may become sweaty.*

# EYSENCK'S THEORY OF PERSONALITY TRAITS (selected)

1. Stable: Calm, leadership, even-tempered, carefree
2. Extroverted: Sociable, active, outgoing, optimistic
3. Introverted: Quiet, passive, unsociable, careful
4. Neurotic: Moody, touchy, anxious, restless



# APPLIED STRESS CONTROL

1. *Stay cool & succeed.*
2. *Do one thing at a time.*
3. *Keep your statements positive & in the present – ‘I can do it.’; ‘I am calm/confident/achieving.’*
4. *Give yourself a period of deep relaxation.*
5. *Resist the temptation to start worrying.*

# FUNCTIONAL STRESS MANAGEMENT

1. *Face the world but still stay calm.*
2. *Welcome sleep with pleasure.*
3. *Establish routine for sleep: avoid any strong mental stimuli before sleep – warm milky drink may help.*
4. *Allow a calm time before sleep.*

# 7 WAYS TO STOP STRESS NOW (Hammond, 2003)

1. Breathe deeply.
2. Set boundaries.
3. Clarify your goals.
4. Put yourself first.
5. Give yourself a break.
6. Get spiritual.
7. Take five.



# REFERENCES

Hammond, Sally (2003), 7 Ways to Stop Stress Now (online).

Available:

file://C:\My%20Documents\7%20strategies%20for%20overcoming%20stress.htm

Hansen, R.A.(1977), 'Anxiety', in S. Ball (ed.), *Motivation in Education*. New York: Academic Press, cited in Anita Woolfolk (2001, 384)

# REFERENCES (contd.)

Simmons, Rochelle (2002), Stress. London: Vega.



Woolfolk, Anita (2001), Educational Psychology. 8<sup>th</sup> ed. Boston: Allyn & Bacon.