Review on Theories for Personal and Social Development in Educational Psychology

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ABSTRACT

Educational psychology encompasses all branches of psychology concerned with education, including the social, emotional, and cognitive aspects of learning. In this paper, a review of existing works related to educational psychology for higher education institutions provides insight into the topic. The paper is divided into several sections of the review. A general understanding and introduction of the context of educational psychology in higher education are elaborated in this review. The paper also discusses and reviews personal and social development and focuses on motivation and emotional stability for personal and social development. The relative theory that underpins educational psychology is presented, which includes the Behaviorism Theory for personal development, Social Cognitive Theory for social development and The Goal-Setting Theory for motivation and emotional stability. The implications for lecturers in enhancing personal and social development with a focus on motivation and emotional stability are highlighted and discussed in this paper.

1. Introduction

The primary goal of education is to assist students in growing their cognitive, social, and personal capabilities. Learning occurs due to the interaction of cognitive, emotional, and social components. These are the subjects of educational psychology. Educational psychology is the study of how individuals acquire and retain knowledge in institutions of higher learning such as schools. It examines how children learn differently, the instructional strategies used in the classroom, and how they vary. Ultimately, the goal is to gain insight into how people acquire new knowledge. Educational psychology encompasses all branches of psychology concerned with education, including the social, emotional, and cognitive aspects of learning. Naturally, mastering the complexities of
teaching requires time and effort. Additionally, having a firm grasp on classroom management and effective teaching practices is critical. Educational psychology addresses these issues. Furthermore, it uses a variety of concepts to explain how students’ social and personal growth, motivation, and emotional stability occur.

2. Literature Review

2.1. Personal and Social Development

Scholars define personal and social development in a variety of ways. The World Health Organization (1994) defines life skills education as "psychosocial competence." The ability to cope with daily situations is a necessary component of "psychosocial competence." In addition, it is the capacity to maintain a positive attitude toward persons, cultures, and the environment. Human rights are protected, and life skills education aids in personal and social development. Social competence, personal and societal responsibility, socio-emotional education, and character development are often used in the literature on life skills.

Students' social and emotional well-being is promoted in several ways at school. Progress is shown by a person’s sense of self, friendships, interpersonal understandings, moral and prosocial growth, and moral and prosocial development. Pupils in elementary and secondary schools develop personal and social skills in an ever-changing environment (Opstoel, Chapelle, Prins, De Meester, Haerens, van Tartwijk, & De Martelaer, 2019). Children who develop these personal and social abilities not only do better academically but also better prepare for adulthood. Furthermore, Ormrod, Anderman and Anderman (2019) explain that characteristics are passed down across generations and formed throughout childhood. Participating in educational settings such as physical education may help youngsters develop their social and emotional capabilities (Opstoel et al., 2019). This factor might impact their social and personal growth and daily interactions and activities.

2.2. The Focus on Motivation and Emotional Stability

Motivation and emotional stability are required for personal and social development. Motivational factors include determination, direction, and a feeling of well-being. Motivated individuals are more inclined to invest the time and effort required to accomplish their goals (Ormrod et al., 2019). Individuals are also motivated to undertake and sustain specific activities despite obstacles and setbacks. Additionally, it affects pupils’ cognitive processes, such as time spent engaged in and thinking about academic matters. The findings by Ormrod et al. (2019) suggest that a student's involvement and participation in motivational aspects such as mental, emotional, and behavioral. Motivation, physical and cognitive time spent on task, and student engagement affect student learning and achievement.

Emotional stability is a term that relates to an individual’s capacity to cope with stress. Emotionally stable individuals are better equipped to cope with adversity. Academic, athletic, and professional achievement are all contingent upon maintaining a stable emotional state. Serebryakova, Morozova, Kochneva, Zharova, Kostyleva and Kolarkova (2016) explain that the flexibility of emotion alone is insufficient; one must also resist the stressful nature of the circumstances while carrying out the work at hand. In addition, cross-cultural interactions generate a plethora of cultural and interpersonal challenges.
To begin, one must understand what emotional stability is (Serebryakova et al., 2016). The second step is to develop an awareness of one’s thoughts, feelings, and actions. Third, emotional stability is necessary when teaching or mentoring children from another nation, culture, and set of values.

2.3. Behaviorism Theory: Basic Assumptions and Principles for Personal Development

At the time, learning was seen as a continuous chain of behavioral reactions to physical inputs. Concentrating on effective, error-free learning in modest, phased increments was at the core of learning. Following that, drills and imitation would be used to develop and reinforce habits (Rao, 2018). Presenting appropriate material, questions, and feedback to students and rewarding them for appropriate responses before repeating the learning cycle contribute to improved learning. According to behaviorist learning theory, learning environments are designed to transfer knowledge and critical skills to learners efficiently (Rao, 2018). Proponents of educational behaviorism believe that behaviors are entrenched habits that affect the learning process. Educators, textbooks, and other enrichment materials are often used in the classrooms of behaviorist instructors. Curricula are extra instructional instructions that progress in complexity and specialization. Thus, behaviorist ideas have aided significantly in the development of student personalities. Understanding the person and their relationship to others may affect their performance. A progression of techniques for altering one's behavior or feelings is also a vital concept in behaviorism theory (Vijayalakshmi, 2019). Conditioning is a technique used to modify behavior; it is how learners acquire knowledge. Two of the most prevalent types of conditioning are classical and operant conditioning. Classical conditioning necessitates the use of a unique stimulus. Operant conditioning, on the other hand, utilizes a reward-and-punishment approach. These views spawned the field of behavior modification, which asserts that learned habits can be unlearned just as quickly as they can be taught (Vijayalakshmi, 2019). Consequently, several ways for encouraging or discouraging behavior have been developed.

Behavioral education practices influence learners’ personal development. The instructional technique was developed with behavioral targets and the need for a conducive learning environment in mind. Assessments of student achievement are increasingly focusing on how students interact with one another and develop ethically (Vijayalakshmi, 2019). In this aspect, behaviorism has significantly contributed to students’ personal growth. These theories called for the use of techniques such as reward-and-punishment systems, aversion therapy, and systematic desensitization to assist children in changing their behavior (Vijayalakshmi, 2019). A change in one’s behavior may have repercussions across one’s whole system. Therefore, cognitive-behavioral treatment has been shown to significantly enhance reading, writing, arithmetic, and spelling skills.

When a pleasant incidence occurs, the individual receiving great feedback is rewarded. Thus, a negative stimulus is removed as a reward for completing the desired action. Conversely, punishment is intended to dissuade undesirable behavior via this interaction. Another technique for treating phobias is systematic desensitization. It is a component of Aversive Therapy to help patients create positive ideas. Instead of highlighting a person’s flaws, it is preferable to highlight their qualities and abstain from judging them (Vijayalakshmi, 2019). Nonetheless, the degree of modification varies.
Emotional Intelligence, Stress Coping, Peer Affect, and Cognitive Behavioral Therapy (CBT) are all examples of techniques that may influence a person's behavior. Teachers who serve as role models for their students should be aware of the need to change their students' negative behaviors and the methods for doing so.

Numerous diverse ways are used to assist children in changing their behaviors. According to Obibuba (2020), overt behavior is defined as activity that can be seen and recorded both in public and private spheres. In biology, "covert behavior" refers to an organism’s internal actions that are not immediately visible to outsiders; it would be difficult to quantify for a second person. However, covert behavior may be assessed by self-reporting or self-observation. Behavioral manifestations and the outcomes of accessible behavior or emotions may be addressed through behavior management. Therefore, regardless of functional level, basic behavior modification approaches may be utilized to increase desired behavior. Behavioral modification techniques are effective in several contexts and populations. As a consequence of their utilization, student conduct, classroom behavior, and teaching skills have all improved (Obibuba, 2020). Changing one's conduct may take a multitude of forms. For instance, there are operant methods that place a premium on the intended behavior's consequences. Moreover, positive and negative reinforcement include rewarding the desired behavior with a pleasant experience.

Additional psychological and emotional stability measures may be beneficial in corroborating behaviorist ideas. Assessment is used to examine if a student's educational goals have been met. Assessment is becoming more apparent that it is inextricably tied to classroom education, teaching, and learning (Ahmad, Sultana, & Jamil, 2020). What students learn in class is secondary to how they are evaluated. Numerous pupils have been shown to have misunderstandings regarding the topic being studied. Assessments and evaluations may also be used to ascertain students' educational requirements and goals and ensure they maintain a good attitude toward the teaching and learning process (Ahmad et al., 2020). According to behaviorists, evaluating a person's environment and behavior may fully explain learning. They take into consideration both the learner and the environment. External pressures include both incentives and punishment, which either can boost or diminish desirable behavior. A practical examination also considers an individual’s limitations and abilities (Ahmad et al., 2020). Educators must use various assessment systems rather than just one to accomplish these aims. Also, by administering different tests, teachers may get a more realistic picture of student accomplishment.

This discussion shows principles that the behaviorist theory underpin are vital in aiding students' personal development. This is because education does not merely focus on academic skills; it also fosters all facets of personal development. Personal development entails the growth of an individual's character, social skills, moral compass, cognitive capacity, and motor skills. Therefore, a critical part of this development involves behavioral changes. For instance, the development of character, social skills, and moral compass requires individuals to alter or retain their behavior based on acceptable social standards. Therefore, the principles of behaviorism theory are essential in education because they help to modify learners' behavior to align with acceptable social norms. For instance, conditioning processes can instill socially-acceptable standards in learners.
2.4. Social Cognitive Theory: Basic Assumptions and Principles for Social Development

The visible component of learning is the bedrock of Social Cognitive Theory. These acquired characteristics may contribute to the development of an individual's personality. The environment, behavior, and intellect impact growth (Zhou & Brown, 2017). Sociologists assert that although upbringing affects behavior, the individual also has an effect in cognition. According to the social cognitive theory, learning is impacted by seeing others in social settings, activities, and media. It is theorized that when individuals see a model, do a task, and observe the outcome, they retain the sequence of events and utilize that knowledge to guide future actions. Consequently, the observer may discover that they are repeating an earlier taught behavior. If individuals are rewarded or punished for their actions, the audience may emulate them.

Firoozi and Kazemi (2017) explore the social cognition theory in Smart Schools. This strategy, often employed in scientific study, might apply in anticipating and then regulating human behavior. According to this idea, human behavior evolves due to incremental interactions with the environment, and comprehensive comprehension of the environment is required to affect behavior. Additionally, this method examines the interaction of cognitive, contextual, and behavioral components. A person's conduct may be influenced by their social and physical surroundings (Firoozi & Kazemi, 2017). Therefore, it is feasible to employ cognitive processes to modify behavior in response to environmental inputs. According to social cognitive theory, performance expectations and self-efficacy are two crucial cognitive components, with the latter being more significant due to the effect on behavior.

Self-efficacy is measured by a person's self-perception, self-confidence, and ability to accomplish a goal. If one does not believe in themselves, they will not accomplish anything. Therefore, self-efficacy has a significant impact on an individual's ability to be successful at anything, how hard they work, and how long they can endure in the face of adversity (Firoozi & Kazemi, 2017). Furthermore, due to the relationship between self-efficacy and performance expectations, self-efficacy may impact performance expectations, which in turn may influence self-efficacy (Firoozi & Kazemi, 2017). According to this research, environmental influences may considerably affect an individual's performance and behavior.

Integrating social and cognitive learning components to impact behavior is a critical component of social cognitive theory. Knowledge and skills, according to theory, are acquired via practice or observation of role models. According to social cognitive theory, the process of learning is more significant than the product of such learning (Middleton, Hall, & Raeside, 2018). In addition, according to social cognition theory, self-efficacy is a critical component of social connection formation. Self-efficacy refers to the belief that you can effectively complete a task or accomplish a goal in a particular scenario (Middleton et al., 2018). Persuasion, experience mastery, and physiological and mental anguish endurance all contribute to this. However, a critical question is about what experiential mastery entails. When people see others achieve, they tend to develop confidence in their skills to succeed in similar circumstances (Middleton et al., 2018). This research defines this concept as experiential mastery. Rather than that, social persuasion's strength is in assisting others in accomplishing their objectives, even when they cannot do so for various reasons.
The social cognition theory may be beneficial in assisting instructors in building classrooms that are friendly to all pupils. Students with disabilities may receive special education and regular education as part of a comprehensive curriculum known as inclusive education. For decades, various stakeholders, including teachers, have studied inclusion in general teaching techniques. Teachers’ perspectives and the use of inclusive educational practices fit the social cognition theory nicely (Middleton et al., 2018). According to the notion, people learn via interactions with their psychological, contextual, and behavioral components. This reciprocal contact is referred to as triadic reciprocity. Teaching inclusive practices from a socio-cognitive perspective offers insight into the personal and societal elements that might facilitate or obstruct the application of inclusive techniques in physical exercise programs.

This research also describes the triadic reciprocity that underpins the three levels of the environment. Social cognition theory assigned three levels to the environmental construct: imposed, selected, and created. The way things are is a result of enforced contexts such as school and employment. According to social cognitive theory, this imposed environment is purely fictitious (Middleton et al., 2018). While individuals lack control over their surroundings, they have power over how they perceive and react to it. People will undoubtedly reside in this sphere of reality. The constructed environment reflects the people that inhabit it. To do this, beliefs, attitudes, and actions must be acquired, imitated, and shown. Consequently, the person may be more involved in developing new habits and creating new ones (An & Meaney, 2015). The social cognitive theory hypothesis may be utilized to build inclusion tactics that encourage all children to engage in and perhaps develop in physical activities.

Societal cognition as a notion supports the generation of new ideas, advancing social development. Self-efficacy is an individual’s conviction in their capacity to effect change on their own (Ng & Lucianetti, 2016). According to this idea, individuals’ self-efficacy beliefs are critical in explaining why individuals get increasingly motivated to innovate over time. According to social cognition theory, self-efficacy beliefs influence behavioral intensity, particularly when the belief domains and the action in issue overlap. For example, according to the social cognitive theory, tense or fearful individuals are less likely to acquire self-efficacy since negative emotions are associated with an increased chance of poor performance (Ng & Lucianetti, 2016). If you take a collectivist viewpoint, the link between self-efficacy and agentic action may shift. The notion highlights the significance of individual behavior in light of broader socio-structural forces.

According to this discussion, the principles of the social cognitive theory are vital in promoting learners’ social development. This principle proposes several characteristics of individuals in promoting social development, including self-efficacy, self-motivation, and the confidence to accomplish set goals. Educators who understand these features can instill or enhance them in learners to boost academic performance and social development. Furthermore, the social cognitive theory proposes that individuals gain knowledge by observing others. This factor is significant in social development because students can learn appropriate or required social skills by learning from their educators and peers. Social development involves generating social skills to enhance the quality of interactions or relationships with others. Therefore, observing others is a critical part of this knowledge acquisition process.
2.5. The Goal-Setting Theory: The Focus on Motivation and Emotional Stability

Disparities in student motivation may account for observed inequalities in-class participation and performance. A person must be motivated to perform a task (Vahidnia & Fatemi, 2015). It takes a combination of determination, a burning desire to succeed, and a positive attitude. It remains difficult to pinpoint what motivates someone to accomplish a goal, which has sparked much debate. Numerous professors are intrigued by the factors that influence student motivation and the interventions they can make. Furthermore, Vahidnia and Fatemi (2015) notes that the goal-setting theory proposes it is vital to have a specific goal in mind. Due to their significance in studying motivation, researchers studying student motivation and knowledge acquisition place a premium on the role of goals in learning. Consequently, objectives are seen as critical components of both motivation and education. Teachers and supervisors understand the essential role motivation plays in attaining success. Students must stay motivated to achieve even if they detest their assignments.

Setting goals requires both their formulation and revision (Vahidnia & Fatemi, 2015). When individuals have a set of goals, they are more likely to put in the effort, stay with it, and pay attention to the intricacies and processes necessary to finish the work (Vahidnia & Fatemi, 2015). Even if the objective itself does not boost learning and motivation, the goal's specificity, closeness, and difficulty do. A well-defined purpose is better than having no aim at all. Also, huge tasks must be divided into smaller parts to accomplish proximate objectives. Another element to consider is the task's intricacy. The amount of effort invested by an individual is directly proportionate to their purpose. Additionally, the research revealed a clear correlation between task difficulty and performance. Vahidnia and Fatemi (2015) show that assigning learners, an objective goal increases their motivation, self-efficacy, and feeling of success. To put it another way, creating objectives and pursuing them is believed to be an effective strategy to increase motivation.

As previously established, academic success is strongly influenced by motivation and emotional stability. Educational psychology has conducted substantial research on these traits. The goal-setting theory is a foundational concept in educational psychology because it explains fundamental motivational and emotional attitudes. Goal-setting theory, which evolved due to this emphasis on objectives, has been a significant focus of organizational study (Alkaabi, Alkaabi, & Vyver, 2017). The term "objectives" refers to intended results that deviate from the norm. According to the goal-setting hypothesis, certain circumstances must be satisfied for goals to be practical. A well-defined objective must exist to accomplish it. Moreover, To be successful, an individual's ambitions must be sufficiently challenging to reward a significant investment of time and effort. As with expectation theory, this notion is generally recognized in educational contexts (Alkaabi et al., 2017).

Goal planning is a process for conceptually arranging human needs to accomplish desired results. In this approach, superior task performance is associated with a prime aim. These objectives are irrelevant unless they result in increased performance. The research by Okezie and Nyakora (2018) showed that students who set goals performed better and were more responsible. A person with a learning goal orientation strives to develop their talents via perseverance in the face of adversity. According to the experts, goal setting and performance extend beyond the short term to the long term (Okezie & Nyakora, 2018). By setting objectives, learners increase their chances of completing their
schoolwork on time. In other words, this study establishes a relationship between goal setting and performance (Okezie & Nyakora, 2018). Additionally, setting a personal objective might assist you in remaining motivated to accomplish the activity. Consequently, attaining the goals will be straightforward and straightforward.

Teachers may better understand why children are driven and emotionally stable in the classroom by using the goal-setting theory. Setting goals and exercising self-discipline might assist boost one's passion for a profession. As a consequence of having goals, people learn to hold themselves and others responsible for their actions and results. On the other side, if individuals put in more effort, they may anticipate more outstanding outcomes. Therefore, setting objectives might be challenging when confronted with challenging responsibilities. Specific, difficult-to-achieve objectives outperform ambiguous, unclear, or nonexistent goals. This approach highlights the critical nature of feedback as a philosophy of goal setting. In addition, Okezie and Nyakora (2018) explain that feedback on action is crucial for promoting good behavior. Consequently, feedback investigates and teaches individuals how to enhance their performance. Giving and receiving feedback is critical for accomplishing tasks and making sound judgments.

According to Sides and Cuevas (2020), individuals often utilize goal setting as a tactic to promote accomplishment. Additionally, it enhances academic achievement. For instance, this research shows that setting goals increased elementary school kids' multiplication ability (Sides & Cuevas, 2020). Based on the goal-setting theory, excellent academic objectives are related to high academic success. Individuals with a goal-oriented mindset perform better and are more likely to accomplish their goals, regardless of how challenging they may be. While prior research has shown a connection between academic achievement and goal setting, this recent study discovered that the two are not mutually incompatible (Sides & Cuevas, 2020). Academic improvement may also be made via excellent classroom goal-setting. Therefore, the goal-setting theory has gained widespread recognition and acceptance in motivation and productivity; when students accomplish objectives, their self-efficacy in the classroom increases.

This analysis reveals that the goal-setting theory is significantly feasible in fostering motivation and emotional stability in the education setting. According to this evaluation, people are more motivated when setting goals and pursuing them with discipline. Having a specific and achievable objective makes individuals crave to reach it, increasing the probability of success. Moreover, when people achieve their goals, they become satisfied, hence more motivated to achieve more. These facets also relate to emotional stability (Sides & Cuevas, 2020). Motivated persons are more likely to be emotionally stable. Furthermore, when people achieve success or improve their dedication and disciple to accomplish a specific goal, they are more likely to be emotionally stable because they are more satisfied and less anxious. Therefore, the goal-setting theory is critical in enhancing motivation and emotional stability in education.

3. Implications for Lecturers in Enhancing Personal and Social Development with A Focus on Motivation and Emotional Stability

Lecturers can use the identified theories and their underlying principles to promote personal and social development and focus on motivation and emotional stability among their students. For instance, Learners, according to behaviorism, will respond to a specific stimulus when presented in the appropriate form and context. As a result, lecturers can respond appropriately, encourage appropriate responses, set new goals,
and maintain a consistent delivery pattern. Also, lecturers may use incentives to inspire their students. This process involves repeating the same thing consistently. When a person receives praise for their actions, they are more likely to repeat them in the future (Al-Shammari, Faulkner, & Forlin, 2019). Teachers motivate their students by using incentives and penalties. As a result, these policies may be beneficial to children. When students are exposed to stimuli in the classroom, behaviorist-based inclusive education solutions prioritize their behavior and performance.

Teachers can use social cognition theory to encourage students to grow and achieve their goals through deep learning. Deep learning is a contentious issue in higher education literature. Students who show an active interest in and study the subject have a better chance of academic and personal success in college and life. Extrinsic motivators, such as high grades, academic awards, or honors, have less of an impact on college success compared to these intrinsic factors. This application is based on the concept of social cognitive vocations (Dutta, Kundu, Chan, Iwanaga, Bezyak, Cardoso, & Washington, 2019). This adaptation may explain how people develop occupational interests, professional goals, self-efficacy, and a desire to further their education and seek new career opportunities (Dutta et al., 2019). This concept could create retention and career development programs for college students.

Job hunting is an integral part of the goal-setting process in postsecondary education. Graduates face a competitive job market as well as a variety of issues. Individuals must now take charge of their professional growth. On the other side, many students are unaware of market themselves after graduation. Many undergraduate students may not fully appreciate the value of employability until their last year of studies. Individuals who strive for achievable, defined, and challenging high-level goals have more success. Goals should be sufficiently challenging to motivate significant effort and motivation. Students with a strong sense of self-efficacy set loftier career objectives and strive harder to accomplish them.

Instructors who adjust their teaching approaches to include new technology may aid students in reaching their full potential. Higher education institutions must play a more significant role in young people's professional development. Students no longer depend on their teachers for personal achievement; the online environment is now more impactful (Berulava & Berulava, 2019). Due to the psychological ease with which they can acquire new material and their increased learning efficiency, traditional classroom learning is being phased out as the favored educational technique for young students (Berulava & Berulava, 2019). Also, when using the internet, one’s learning capacity may be determined by their attention and cognitive approach.

However, new technology can obstruct students' personal development. According to Berulava and Berulava (2019), television can negatively affect personality development. For instance, regardless of the consequences for the individual and their loved ones, exposing one's life or that of a loved one has become routine. Educators are responsible for ensuring that students maximize the benefits of new technology and resolve any challenges. Internalizing unpleasant mental processes is critical for modern adolescent development (Berulava & Berulava, 2019). Instructors must assist students in overcoming the adverse effects of modern technology by helping them in their personal development (Berulava & Berulava, 2019).
Online education is another significant new trend in higher education. Remote learning systems have garnered considerable attention in the aftermath of the COVID-19 pandemics. In early 2020, the COVID-19 outbreak necessitated emergency remote learning. Student autonomy and self-regulation were critical in the less structured environment of distant learning. Distance learning’s less organized learning environment needs a greater degree of self-regulation on the part of students. Distance education requires a high level of intrinsic motivation, but boredom may result in procrastination. This study demonstrates the critical nature of goal-setting theory in online higher education.

4. Conclusions

Education aims to foster the holistic development of learners; hence, educational psychology comprises numerous facets relating to learners’ development. Multiple theories can explain the aspects of educational psychology. This research has demonstrated the application of behaviorism theory to personal growth, the social cognitive theory in social development, and the goal-setting theory in motivation and emotional stability. The research has also demonstrated how these theories and their underlying principles apply to education in institutions of higher learning. Lecturers can use these theories to encourage desirable behavior in learners, foster the development of their social skills, and encourage them to be more motivated in their academic and career goals. Therefore, this research proposes a deeper analysis of these theories and their benefits for adult learners in higher education.

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