

A Brief Study on Principle of Individual Differences for Responding Difficult Behavior

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www.ijrah.com || Vol. 4 No. 5 (2024): September Issue

Date of Submission: 06-09-2024

Date of Acceptance: 19-09-2024

Date of Publication: 25-09-2024

ABSTRACT

Education involves the process of acquiring knowledge, skills, values, beliefs, and habits. It is facilitated through methods such as teaching, discussion, training, and research. While educators often guide the process, self-directed learning is also effective. Active learning, which connects concepts to real-life situations, enhances understanding and retention compared to passive approaches. It also fosters social interaction and accommodates diverse learning styles, including visual, auditory, and kinesthetic.

Learning is biologically ingrained in all living beings, but humans have developed structured systems to teach specific subjects and skills. This research employs analytical and data collection methods to explore effective teaching methodologies. Its aim is to design learning experiences that encourage critical thinking, foster new perspectives, and develop skills essential to addressing challenging behaviors.

The study examines the teaching strategies used by community college educators in behavior-related courses, emphasizing the importance of active learning as a primary instructional method. A Pearson correlation analysis revealed a positive relationship between teachers' assertiveness and students' academic performance, highlighting the impact of effective classroom management strategies on student success.

Keywords- learning, problems, reinforcement, behavior, atmosphere, self-monitoring.

I. INTRODUCTION

Education plays a key role in shaping a child's character, abilities, and behavior. Behavior refers to how an individual acts toward people, society, or objects and can be classified as good or bad, normal or abnormal, depending on societal norms. Society often seeks to correct undesirable behavior and guide abnormal behavior toward conformity.

In classrooms, many children exhibit inappropriate or problematic behaviors that hinder learning, cause harm, or isolate them from peers. While behavior is influenced by the immediate situation, external environmental factors—such as issues at home, on the bus, or elsewhere—can also play a significant role.

Additionally, individual weaknesses or vulnerabilities may lead to difficulties in coping with situations that other children manage more effectively.

Key child-specific factors influencing behavior include inherent temperament, psychiatric disorders, developmental challenges (such as learning disabilities), medical conditions, and medications. Social environmental influences include teacher behavior, the home environment, peer interactions, and the family's relationship with the school. Understanding these factors is essential for addressing and managing problem behaviors effectively.

What is Behaviorism?

Behaviorism focuses on observable and measurable aspects of human behavior, emphasizing changes that occur through stimulus-response

associations. According to behaviorist learning theories, behavior is influenced by external stimuli, with individuals choosing responses based on prior conditioning and psychological drives at the moment of action. Behaviorists argue that only observable actions—not thoughts or emotions—are valid subjects of study.

This theory explains behavior as learned habits, dismissing the brain's internal workings as an explanation for abnormal behavior. Behaviorists believe that since all behaviors are learned, they can also be unlearned and replaced with new, acceptable ones. Central to this theory is the concept of rewarded responses: learning occurs when a desired behavior is reinforced through rewards (Parkay & Hass, 2000).

In education, behaviorist principles are applied through systems of rewards and punishments. Teachers encourage desired behaviors by providing meaningful rewards while discouraging inappropriate actions with consequences. For instance, a teacher may reward a student who remains seated during class by assigning a favored task, such as running an errand or visiting the library. The success of such methods depends on the individual associations formed by each learner in response to the stimuli and rewards (Zhou & David, 2017).

II. NATURE OF DIFFICULT/PROBLEMATIC STUDENTS

All children exhibit behavioral challenges, though some are more difficult to manage than others. Certain behaviors, such as aggression or hostility, can make children harder to handle and may highlight their limitations. As parents, being our children's first teachers, it is essential to set clear rules and expectations and establish a plan to enforce them.

Aggressive reactions to simple requests often stem from underlying frustration. For example, children may become angry when tasks they previously handled with ease become challenging or when restrictions increase. Similarly, higher expectations can lead to fear of failure, which may overwhelm them and result in negative behaviors. The type of aggression displayed often reflects the specific challenges they face.

Children may respond to frustration in subtle ways, such as refusing to eat or bedwetting, or through more overt actions aimed at controlling their environment. Even when they cannot verbalize their frustration, their behavior often communicates their feelings and draws attention to their needs. Recognizing these actions as forms of communication is critical in addressing the root causes effectively.

III. ROOT CAUSES OF BEHAVIOR DIFFERENCES

The following are the root causes of behavior differences:

- individual differences
- differences in family patterns
- impairment/disabilities
- environmental factors
- psychological factors.

Individual Differences

Pupils change because of growth and development. This is likely to cause differences in them. Key aspects of these differences include:

- a) Sex differences
- b) Intellectual differences
- c) Physical differences
- d) Personal and emotional differences.
- e) Differences in family patterns

Sex Differences

At birth, we are identified as either male or female, which marks an initial distinction. However, the more significant differences lie in anatomy and physiology, such as body structure and physical capabilities. These biological factors often contribute to variations in behavior. For instance, girls are commonly perceived as gentle and nurturing, while boys are seen as strong and energetic.

These perceptions influence the activities children gravitate toward in school, with boys often choosing physically demanding pursuits, like running a 400-meter race, while girls may opt for less intensive activities. Unfortunately, societal biases frequently label women as the "weaker sex," perpetuating the belief that they are less capable than men in various domains. Such misconceptions often lead women to adopt predetermined roles, limiting their potential and opportunities.

Intellectual Differences

You should be aware that there are intellectual differences among individuals. Some are bright, others dull, while some are geniuses. You may have noticed that those with low marks suffer from an inferiority complex. Others suffer from superiority complex, and think highly of themselves. For your pupils to be able to work in harmony, you will need to guide and counsel both groups.

Physical Differences

People differ in:

- ✓ Physical appearance
- ✓ Facial features
- ✓ Growth and development rate
- ✓ Energy
- ✓ Posture
- ✓ Height, weight and volume.

You may have observed that physical differences make some people dull, others active, more

able, etc. Similarly with intelligence, those who are weaker may feel inferior and vice versa. This inferiority may result in behavior problems, e.g., isolation from peers.

Personal and Emotional Differences

You may have observed that pupils differ in interests, ability, aspirations, belief, attitudes and other personality traits. If a pupil fails to develop his personality, he may fail to reach his goals. Such failure usually leads to emotional outbursts; and a pupil may become frustrated or desperate.

Differences in Family Patterns

Parents have traditionally been held responsible for their children's behavior or character, until they reach adolescence. When youngsters misbehave, the natural tendency is to blame it on parental mismanagement or family disintegration. You should, however, note that your pupils' behavior patterns can be influenced by family patterns and practices (Hons, 2015,P.140).

Principles

This section describes how teachers can apply the principles of behaviorism in the classroom. It is divided into three subsections according to the perspectives discussed earlier that are classical conditioning, operant conditioning and social learning theory. Classical conditioning is a type of learning which based on the association of a stimulus that does not ordinarily elicit a particular response with another stimulus that does elicit the response (Feldman & olds, 2007, P.95).

Principle of Individual Differences

No two individuals are alike. Individuals vary with respect to their abilities, attitudes, interests, intelligence, achievement, aspiration, etc. Hence, the teacher should make efforts to individualize teaching as far as possible so as to cater to the needs and abilities of students. Knowledge of latest research in education through out the world enables the teacher to diversify his method of teaching so as to help the individual student attain the majority of their learning objectives (Jagdeesh, 2012, P.43).

IV. PRINCIPLES OF BEHAVIOR MANAGEMENT

Principle 1: Negative Consequences and Attitude

Negative consequences like timeouts, restrictions, or punishments may lead to temporary behavior changes but fail to address the underlying attitudes driving misbehavior. Without positive reinforcement, these approaches often worsen negative attitudes, increasing the likelihood of future misbehavior. Therefore, negative strategies should be combined with positive reinforcements to ensure lasting improvement.

Principle 2: Positive Reinforcement for Long-term Change

Positive reinforcement is essential for fostering long-term attitudinal and behavioral changes. As children grow, they develop internal value systems that guide their behavior, distinguishing right from wrong. Proper behavior in adulthood stems from intrinsic motivation rather than fear of punishment, making positive reinforcement crucial for sustainable behavior development.

Principle 3: Impulsive Behavior and Negative Consequences

For impulsive children, negative consequences often fail to curb misbehavior and may even intensify it. These children act without considering consequences, and punishment after the fact can lead to feelings of helplessness, anger, or depression. Addressing impulsive behavior requires strategies beyond punishment to help children gain control over their actions.

Principle 4: Cognitive Control Through Positive Reinforcement

Impulsive and difficult behaviors can be managed by teaching cognitive control. Brief timeouts can help establish emotional calm, but they must be followed by discussions about the misbehavior and positive alternatives. Practicing these alternatives, coupled with consistent reinforcement and cognitive cueing strategies, builds long-term self-regulation.

Principle 5: Incremental Positive Reinforcement

Effective reinforcement systems allow children to observe their progress through incremental rewards. Overly ambitious goals discourage children who struggle to see immediate success, while overly lenient systems fail to recognize significant achievements. A balanced approach with varying levels of reinforcement ensures tangible progress and boosts self-esteem.

Principle 6: Reinforce Final Compliance

Positive reinforcement must follow compliance with adult authority, even if the process involves repeated reminders. Failing to reward compliance teaches children that there is no benefit in following directions. Similarly, imposing negative consequences after compliance only increases resistance. Consistent reinforcement encourages future cooperation.

These principles, along with additional techniques, provide a comprehensive framework for correcting and managing problematic student behavior effectively (Hons, 2015, p.142).

V. MOTIVATION

Kerri Townsend, an elementary teacher, uses various strategies to teach subtraction with regrouping, incorporating real-life examples, manipulatives, and engaging tools to spark her students' interest. During independent practice, she moves around the classroom, offering personalized feedback and encouragement to address each student's unique needs.

- **Margaret** lacks confidence in math. Kerri praises her accuracy and progress, saying, *“Margaret, you got them all correct! You’re improving so much, and I know you’ll continue doing well this year.”* This reinforces Margaret’s self-efficacy.
 - **Derrick** struggles with focus and hasn’t completed much work. Kerri motivates him by referencing his friend Jason’s efforts: *“Derrick, I know you can do better. Look how well Jason is working. Let’s try to focus and solve these problems together.”*
 - **Jared**, who thrives on competition, seeks validation for outperforming others. Kerri redirects his focus inward: *“You’re doing great, Jared, but think about your progress. A few weeks ago, these problems were tough for you, but now you’re solving them with ease.”*
 - **Amy** resists the task, preferring to work on the computer. Kerri encourages her: *“Amy, you’ll get your computer time soon. Let’s finish these problems first. I think you’ll enjoy subtraction more once you see how well you’re doing.”*
 - **Matt** is a diligent learner but makes errors. Kerri offers constructive feedback, highlighting his correct steps and areas for improvement: *“Matt, you’re a hard worker. Keep practicing, and soon these problems will become much easier for you.”*
 - **Rosetta** has been working toward a goal of 80% accuracy. After reviewing her work, Kerri celebrates her achievement: *“Rosetta, I’m so proud! You completed 10 problems with 8 correct, meeting your goal. Look how far you’ve come since earlier this year!”*
- Kerri’s tailored feedback not only addresses academic needs but also nurtures motivation and confidence in her students, fostering a positive learning environment.

VI. REINFORCEMENT

This refers to anything that has the effect of strengthening a particular behavior and makes it likely that the behavior will happen again. There are two types of reinforcement: positive and negative.

Positive reinforcement

Positive reinforcement is a powerful method for controlling the behavior of both animals and people. For people, positive reinforces include basic items such as food, drink, approval or even something as apparently simple as attention. In the context of classrooms, praise, house points or the freedom to choose an activity are all used in different contexts as rewards for desirable behavior.

Negative reinforcement

As its name suggests, this is a method of decreasing the likelihood of a behavior by pairing it with an unpleasant ‘follow-up’. There is controversy about whether punishment is an effective way of reducing or eliminating unwanted behaviors. Laboratory experiments

have shown that punishment can be an effective method for reducing particular behavior, but there are clear disadvantages, especially in classroom situations. Anger, frustration or aggression may follow punishment, or there may be other negative emotional responses. (Alan, Pritchard, 2009, PP.5-8).

Extinction or Ignore Technique

This is applied when a student’s behavior (usually self-defeating), is best eliminated. The undesired behavior is simply ignored rather than punished or reinforced. One particular pupil in your class often attracts your attention by calling out ‘Sir, Sir,’ instead of putting up his hand. Calling out to you is distracting, especially if all pupils do it at the same time. You could ignore such a pupil, until he puts up his hand. Drawing the student’s attention to the strategy may increase its effectiveness, as will consistency in application.

The Modeling Technique

You could use this technique to help your pupils adopt new behavior. The pupil is made to observe a role model (usually someone she admires or an authority) demonstrate desirable behavior, or condemn undesirable behavior. A pupil in an upper class can, for example, be a model for pupils in a lower one. By observing him/her, other pupils may learn to do the same.

The Punishment Technique

This is used when it becomes necessary to apply an aversion stimulus to correct undesirable behavior. When you see the many techniques available for modifying behavior, you may realize that this technique has been over used. Schools have been known to use good, honest work as ‘punishment,’ leading to stigmatization in students’ minds. Examples of this may include cutting grass or digging in the school garden (Homs, 2015, P.143).

Systematic Desensitization Technique

This technique is effective when dealing with anxiety and other fear-related problems. The individual is given small doses of what is feared until a relaxed response is built up. For example, a student who fears to speak in class may first practice speaking only with the teacher. When she is comfortable with that, she may be given an opportunity to speak with the teacher and two classmates. After that, she may try to become involved in a small discussion group, and so on until her fear is mastered and she gains the confidence to speak in class.

The Technique of Over-Correction

This technique is used when a mild punishment is administered for purposes of reducing disruptive behavior. As Achebe (cited in Nwoye, 1990) has explained, it requires the culprit to restore the environment he has damaged to a better condition than existed before his disruptive behavior occurred. This is effective when a student writes on a wall or carves on a school desk. Scrubbing, painting or sanding damaged

property may produce effective behavioral changes in the future.

The Time-out Technique

Time-out is used to control the occurrence of undesirable behavior in pupils by the withdrawal of privileges in the event of the occurrence of undesirable behavior. A student who disrupts classmates in the library, for example, will probably do so because he is reinforced by doing so. The loss of library privileges, or sitting alone for a period of time while others are together, may help to eliminate the problems of behavior.

The Technique of Negative Reinforcement

Negative reinforcement is used to encourage the occurrence of desirable behavior by removing obstacles against recurrence. Bed-wetting is often caused by late-night drinks. Eliminating after dinner drinks, and perhaps instituting a wakening late at night for going to the toilet, may help achieve a dry bed.

The Response Cost Technique

This technique is used to eliminate undesirable behavior by making the culprit forfeit something valuable. When a student fails to eat canteen food, he may lose access to canteen privileges.

The Shaping Technique

Shaping develops desirable complex human behavior. This is related to the above example of systematic desensitization. Small successful steps are linked together to produce major behavior changes. A dirty student may first be taught to bathe daily, and after a consistent behavior change is made, hair combing may be addressed, laundry care, etc.

Assertiveness Training

Assertiveness training is used to help pupils control excessive shyness, and other fear-related problems, that impede their ability to live fully. Assertiveness trainings a widely used behavioral technique. It is based on a combination of modeling and operant reinforcement approaches. Its purpose is to teach people how to standup for themselves without being aggressive. Exploitation depends on the compliant behavior of the person exploited. Training can be carried out with individuals Orin groups. It is relevant for a wide range of interpersonal problems. You can use itto increase assertive skills and reduce aggressiveness in favor of assertiveness.

VII. REWARD SYSTEM

Praise and reward systems have their origin in behaviorist psychology which in turn underpins many of the commercial packages on promoting good discipline that are now available to schools. In brief, these packages suggest that schools can make a difference to children's behavior by setting out clear rules and specifying rewards and sanctions for breaking the rules. The essence of these systems is a belief that children can choose how-to

behave. By recognizing and rewarding 'good' behavior and punishing 'bad' behavior it is believed that the good behavior will be encouraged. Many commentators argue that schools react only to 'bad' behavior and do nothing to recognize or reinforce the good behavior of most young people most of the time. Critics suggest that such an approach is too simplistic as it eliminates the context in which behavior occurs and places total responsibility on the individual for his or her behavior. Despite these criticisms, praise and reward systems are now in operation in many primary and secondary schools in Scotland. Teachers and pupils seem to like them and they are reported as having beneficial effects on pupil behavior in general.

Sanctions and Punishments

The consequences of breaking rules are clearly specified. Again this is most effective if sanctions are worked out collaboratively with pupils and parents. An example of sanctions for breaking classroom rules is given below. They begin with the less severe and gradually increase in severity:

- Verbal warning;
- Pupil moved to another seat;
- Punishment exercise;
- Pupil moved to another classroom;
- Detention;
- Referred to a senior member of staff;
- Excluded from class;

At some stage (perhaps if misbehavior is persistent or serious - but not if there is an isolated minor problem) parents are informed that their child has been given punishment for breaking classroom or school rules. This, in itself, should not be seen as sanction as that could lead to a situation in which the only time parents are personally contacted by teachers is when there is a problem. An aspect of praise systems is that positive contact with parents is encouraged.

Praise and Incentive Rewards System

The most novel aspect of these reward systems for teachers is recognizing good behavior. It seems to be much more accustomed to noticing and reacting to bad behavior than to acknowledging good behavior. Research on teachers' classroom talk has shown that teachers use praise very infrequently. Most of their talk concerns giving instructions, explaining something or organizing their teaching material. Even where individual teachers use praise and encourage their pupils there is very seldom a formal system for recognizing pupils' efforts. In contrast there is a formal system for recognizing bad behavior. Praise and reward systems involve the formal and public recognition of good behavior. Recognition is the reward. Again, the particular systems in use vary according to the individual circumstances of each school. They typically involve a praise card or homework diary in which the teacher stamps a mark or places a sticker to indicate good behavior or effort. Each stamp is worth a number of points

and the accumulation of these leads to a bronze, silver or gold award, presented at a year group or school assembly for the most prestigious award. Schools design their own awards or certificates and year groups in secondary schools or individual classes in primary schools can have their own particular designs. These reward systems go a long way in bringing the problematic students on track to get education. The recognition of their work helps changing their behavior. Parents are informed about the awards to their children and can be present at the award giving ceremony. At a lower level there can be a positive referral to a senior member of staff for good behavior and effort. This makes quite a change for these staff who are accustomed to seeing pupils for indiscipline rather than for good behavior. Schools using these systems report a general improvement in atmosphere, although they are by no means a panacea for all discipline problems. Praise and reward systems can help to establish a positive atmosphere in schools by recognizing the good behavior and effort of pupils. Most schools have systems for dealing with bad behavior and many have systems for recognizing the sporting and academic achievements of pupils. Until recently fewer schools had systems for recognizing the good behavior of pupils. Praise and reward systems have to be part of larger picture of a whole school ethos of positive relationships. In other words such systems have to be congruent with the deep structures and values of the school, otherwise they are doing no more than putting a Band-Aid on behavior issues. Most schools who have experience of these systems say that they help tackle low-level indiscipline and they help pupils with deeper emotional and behavioral problems. However, additional support and help is also needed for these pupils.

Suggestions for Individual and Class Reward System

Across a variety of model specifications, reward systems are found to have stable and consistent positive impacts for student learning in reading. The effect holds across grades and across network and non-network charter schools. Moreover, the success of incentive/reward systems appears to hinge on a number of factors that are under the control of the school. These are:

1. Schools whose personnel are strongly aligned in the view that reward systems are effective fare better than schools where the support is weak or where the adults ageless aligned. Where the adults align, several important conditions arise. The rules of the reward system are more consistently applied, which in turn leads to a more uniform signal of expectations for students both for behavior and for learning, which are well documented antecedents to achievement. At the same time, having strong confidence in the effectiveness of a reward system is likely also to improve its impacts by reinforcing the expectations of the adults who employ it with students.
2. Schools in which there is continuous or near-continuous assessment of student conduct produce larger gains in reading than schools that have reward systems

3 buttally up less frequently. This finding is consistent with established wisdom about continuity in reinforcement and reward: the more constantly behavior is reinforced, the faster and more enduring the learning. So schools might benefit from a redesign of their systems to provide their students more consistent and continuous feedback.

3. The effect of reward systems is over and above any gains in academic achievement that arise when a charter school is a member of a larger network or CMO. The effects are roughly equivalent, and are additive. However, considering the low costs of operating reward systems, they provide a cost-effective means to improve learning gains.

4. There are potential problems with selection bias in the schools that adopt reward systems, but with the currently available data it is not possible to make a certain determination. Future enhancements to the study will support deeper investigation into this question.

Self-Assessment Questions

1. How would you identify the nature of problematic students in a primary class of primary.

2. Describe some principles to modify and correct the behavior of problematic children.

3. What is a reward system, how different reward systems work for the betterment of problematic children?

4. Develop an incentive system for the class of nursery (Hons, 2015, PP.143-148).

VIII. IGNORING UNWANTED BEHAVIOR

The advantages of ‘planned ignoring’ of misbehavior have already been mentioned in Chapter 3, but it is worth while to emphasize that the planned ignoring of some provocative behavior is not the same as deliberately overlooking it because the teacher cannot do anything else. Only the teacher in the classroom knows whether he can ignore behavior or not. It would not have been appropriate for the history teacher to ignore Martin’s comment that begins the confrontation described later on in this chapter, for in that situation it would not have led to its extinction through lack of reinforcement, although height have responded differently to it. Ignoring unwanted or provocative behavior need not be complete ignoring of it, for a teacher may ignore it when it occurs, and return to comment on it when it is not reinforced by his lack of immediate response. We will see how the moths teacher described in Chapter 7 ignored unwanted behavior, but he did, when it occurred, look steadily at the culprit for long enough to make him feel uncomfortable and leave him uncertain as to what his later reaction might be. Although this ignoring is not quite what behavioral psychologists usually mean by ignoring unwanted behavior, it was very effective. However, it went with his whole repertoire of management strategies. A teacher

cannot rely upon the effectiveness of ignoring behavior if he has no other strategies which he can deploy. It is confidence in these strategies which guides him when he decides to ignore behavior heroes not want, and which will extinguish bad behavior if the planned ignoring needs reinforcement. (Smith and Laslett, 2002, PP.67-68).

Provide students with self-monitoring and control strategies.

In meta-analysis examines self-monitoring and control strategies alongside cognitively-based strategies. Before delving into these techniques, it's important to recall Trophy's (1996) caution that these strategies go beyond typical classroom practices and require a significant commitment from the teacher. However, they are among the most effective methods for equipping students with valuable skills for the future.

Let's start with self-monitoring and control strategies. These strategies involve students observing and recording their own behavior, comparing it to a set criterion, and rewarding themselves if they meet the goal. Clearly, this approach cannot be applied to the entire class and should only be used with specific students who struggle with general management strategies. Identifying students for whom self-monitoring is appropriate is straightforward—these are the students for whom other methods have failed.

However, gaining the student's agreement to use this strategy is more challenging. It often requires one or more meetings with the student, and ideally, their parents. A key aspect of these meetings is emphasizing that the student's behavior is a problem, not only for the teacher but also for the entire class, and ultimately for the student's own progress. It's useful to come to these meetings with documented examples of the student's behavior and its impact. To prepare, you may need to track the student's behavior over a week or two to gather specific data that can support your discussions.

Items you might record include the following:

- The date and time of the incident
- The context in which the incident occurred
- The specific actions of the student
- What you did
- The student's response to your actions
- The impact of the incident on the class, on you, and on the student. The next thing to establish with the student and the parents or guardians is that your intent is not to punish the student. To the contrary, your goal is to help the student succeed in your class and to provide the student with a strategy that can be used in a variety of situations. Such an interaction is fairly complex and should be approached with caution. The following vignette describes how this interaction might take place in the classroom. (Marzano, 2015, P.85).

Inquiry-Based Learning

Inquiry-based learning (IBL) is a pedagogical approach that engages learners actively in a knowledge-

building process through the generation of answerable questions. This approach is related to problem- and project-based learning, in which learners adopt an inquiry mindset in addressing epistemic issues or in developing and completing projects with a relatively open-ended set of answers. Such pursuits can occur within the context of short-term (e.g., single session) engagement, or longer-term (e.g., semester-long) assignments. Such learning scenarios may be structured formally or informally, and take on myriad forms. For instance, an IBL project may comprise an interest-driven research question developed by the learner, assigned in a school context. It may involve a more structured problem-based scenario designed by an educator or researcher to teach learners specific scientific or mathematical principles, requiring the learner to engage in inquiry, subject knowledge immersion and perhaps research and creation of an artifact for completion of the task. It could also present itself as a more open-ended interest-driven project in which learners pursue an idea or question that taps their innate curiosity (whether in or out of school). Such inquiry-based tasks share theoretical underpinning in social constructivism, presuming that learners are active agents in building knowledge through constructing their own understanding and through meaning-making, which requires them to have an inquiry mindset. Research has found that more formalized, well-designed inquiry-based approaches are effective in promoting positive learning outcomes such as deep thinking, knowledge application and logical reasoning (Chu & et al, 2017, P.9).

IX. CONCLUSION

In social constructivism, learning is seen as an active, socially mediated process. Children learn through collaboration, with the teacher acting as a "more knowledgeable other" who provides scaffolding. The teacher's role is to facilitate learning by presenting challenges that help children reach higher levels of understanding. Development occurs within the Zone of Proximal Development (ZPD), meaning that children can learn concepts just beyond their current abilities with appropriate support. What children can accomplish with help today, they can achieve independently tomorrow. Learning is not strictly age-based but rather depends on the child's social interactions and the support they receive.

In cognitive constructivism, children are seen as active learners who operate like "lone scientists," exploring and discovering concepts on their own. It is believed that if a child is simply shown how to do something, it may inhibit their understanding, as they need to discover it themselves. The teacher provides the necessary tools or "artifacts" to aid learning, but the focus is on the child's independent exploration. Cognitive development is seen as biologically driven and age-

related, with children only able to understand concepts within their developmental stage. Teaching concepts beyond a child's current stage is ineffective. Additionally, anticipatory thought—thinking ahead about consequences—encourages insightful behavior, as it guides children to make decisions and sustain appropriate actions through the use of incentives, reinforcing positive behavior over time.

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