IGWEBUIKE: An African Journal of Arts and Humanities
Vol. 11. No. 6, (2025)
ISSN: 2488- 9210 (Print) 2504-9038 (Online)
Dept. of Philosophy and Religious Studies, Tansian University Umunya
Indexed: Academic Journals Online, Google Scholar, Igwebuike Research Institute

SOCIAL DEVELOPMENT AND THE GROWTH OF READING AND LEARNING ABILITIES

Ifeyinwa Obiegbu, PhD
Department of English Language and Literature,
Nnamdi Azikiwe University, Awka.

Abstract

The growth of reading and learning abilities is partly a function of the total development of human organisms as they interact with various institutions, persons and forces in society. Anderson and Hughes (1995) found from a study of matched group of boys and girls in the first school grade, that success in reading at that early age is a function of total development; children who are normal or advanced in general maturity tend to succeed, whereas those who are retarded in their social development tend to fail in reading. This finding has been confirmed by several other research reports (Olson, 1988; Richardson, 1987; Keshian, 1973). The purpose of this article is to discuss the relationship of social development and the growth of reading abilities, and examine their educational implications, with reference to a developing country like Nigeria

Keywords: Reading, Learning, Ability, Education, Schools

Introduction

The exact connotations of the terms growth and development are not always clear, even in psychological literature. Sometimes the two terms are used synonymously. At other times the term growth is applied to maturation which, according to Mc-Graw (1980), means "the unfolding and ripening of the abilities, characteristics, traits and potentialities present at birth but only later coming to maturity in a developing organism;" while the term development is applied to changes brought about by environmental influences, or by learning. Because of the problems inherent in such an attempt to distinguish between the development of innate potentialities and the changes that are attributable to environmental factors, many psychologists find this definition unsatisfactory. Kelly (1985) has also attempted to define growth and development. In his view, the term growth means the progressive increase and continuous advancement of the child from birth to maturity. Growth is evidenced in an increase in quantity or in size, in enlarged capacity, and in changing proportions, either of the organism as a whole or of its parts. It therefore involves structural and functional changes, and implies an increase in dimensions.

The term development means, in his view, the gradual and orderly unfolding of the characteristics of the successful stages of growth. It involves changes from simplicity to complexity, or a continuous increase in the child's powers of functioning, and in the coordination between mind and body, leading towards full maturity. In other words, development implies qualitative changes.

In the present writer's view, the term development connotes both quantitative and qualitative changes in the total organism, whereas the term growth connotes changes in a particular phase or in specific attributes even though such changes can be related to the general development that goes

IGWEBUIKE: An African Journal of Arts and Humanities
Vol. 11. No. 6, (2025)
ISSN: 2488- 9210 (Print) 2504-9038 (Online)
Dept. of Philosophy and Religious Studies, Tansian University Umunya
Indexed: Academic Journals Online, Google Scholar, Igwebuike Research Institute

on concurrently within the same organism. Growth curves may show some similarity, but they also indicate differences in the rate, extent and variability of development.

Social Development in Relation to Various Developmental Stages in Reading and Learning

It is customary, and indeed convenient, to consider human development in terms of different patterns of growth and behaviour at certain age limits. Although there is no general agreement as to the number of such stages, we shall, for purposes of this discussion, adopt the five stages postulated by Strang (2001). These are (a) Infancy, (b) Early childhood, (c) Middle childhood, (d) Pre-Adolescence, and (e) Adolescence.

Infancy

The period extends throughout approximately the first two years of life, or from birth to the time when the child has developed speech sufficiently to express himself purposefully, by using very simple words to connote thought or feeling. Infancy is believed to be a most significant stage in the entire processes of growth and development. Indeed, no other period possesses more significance for the future than the first years of life, because, as Gessell 2001) has shown, it is during this period that the foundations are laid for all future growth and development.

The period is characterized not only by rapid physical growth, but also by a rapid mental development. The primary characteristic of mental development during infancy is the acquisition of language and its use as a means of expression and communication. Though the child possesses at birth the necessary physical apparatus for vocalization, and the mental potentialities for the acquisition of speech, yet the language which the child speaks must be learned very largely through imitation of sounds in social environment, through the processes of association and abstraction, and through the formation of ideas. During these years the child progresses from crying to babbling, to imitation of sounds, to articulation of one or two syllables, to the combination of these into word, and then to the comprehension and use of words. In this way, names of familiar persons and objects are learned, and speech is used on purpose.

On the whole, social development, as distinct from other phases of development, is slight during infancy, because as yet the infant's interaction with his environment, or his capacity for learning, is very limited. But he does develop an increasing awareness of other people as separate people from himself, and a widening of interests beyond himself. Gradually, too, he learns to imitate simple acts such as laughing, waving to people, throwing and picking objects. Furthermore, he acquires the interest and attitudes fostered by his parents and all other persons concerned with his care and upbringing.

Early Childhood (or the Pre-school Age)

This period includes the interval between the time when the child has developed language sufficiently to express himself purposefully and his entrance to school. The interval includes the years three, four and five, since the child usually enters school at the age of six.

IGWEBUIKE: An African Journal of Arts and Humanities
Vol. 11. No. 6, (2025)
ISSN: 2488- 9210 (Print) 2504-9038 (Online)
Dept. of Philosophy and Religious Studies, Tansian University Umunya
Indexed: Academic Journals Online, Google Scholar, Igwebuike Research Institute

During this period, considerable progress is usually made in the acquisition of motor skills. This is evident in the child's increasing involvement in self-care activities such as dressing, feeding and washing himself, picking up toys, and the like. The predominant characteristic of the period is curiosity, and for this reason it is usually called the questioning age. The child seeks to know the what, why, when, and how of everything. These questions are indications of his eagerness to learn or to acquire new experiences. Usually, this eagerness leads to an extension of understanding of some aspects of his environment, given proper guidance and culturally rich and stimulating home backgrounds.

Social development in the pre-school period is also manifested by extending the range of contacts with other children in play groups. This new interest marks the beginning of group activity and of co-operative behaviour. Although the pre-school child cannot read, he has a keen interest in hearing stories which feature sense impressions, and in watching actions which are characterized by rhythm and repetition. This period provides a good opportunity for the development of reading readiness in the child.

Middle Childhood (The Primary School Period)

This period extends from the age of six to the age of nine or ten. Because it corresponds with the progress of the child through the early grades in school, it is sometimes designated as the primary school period. The importance of this stage lies in the fact that it marks the transition from home to school, as well as the growth of contact with, and membership and active participation in social groups. During this period the child broadens his environment, increases his activities, develops new interests, faces new kinds of problems, learns to make new adjustments and to accept the authority of his teachers.

The social development of the child at this stage is probably best indicated by the attainment of "readiness to learn," or sufficient maturity to profit from formal instruction in the school situation. It is true that not all children who enter school at the age of six are ready for formal instruction, but effective learning can only take place when readiness has been attained. This involves proper physical, mental, and emotional development, an adequate experiential background, and a willingness to learn. The mental development involved in readiness includes a capacity for accurate visual and auditory discrimination, adequate memory span, ability to concentrate sufficiently, capacity to think in abstract terms and to express thoughts in a meaningful fashion. There is also a marked improvement in language ability which, in both first and second language situations, is manifested by an increase in the size of vocabulary, the length and structure of sentences used, effectiveness in expression of ideas, and correct usage of words. The extent to which readiness is attained, largely depends on the kind, or quality of the social environment, and the effectiveness of the child's interaction with it. Children who fail to achieve this readiness to read or learn tend to learn at frustration level and develop negative attitudes to reading and learning.

Pre-adolescence

IGWEBUIKE: An African Journal of Arts and Humanities
Vol. 11. No. 6, (2025)
ISSN: 2488- 9210 (Print) 2504-9038 (Online)
Dept. of Philosophy and Religious Studies, Tansian University Umunya
Indexed: Academic Journals Online, Google Scholar, Igwebuike Research Institute

The age limits of this period are flexible, due to variation at the onset of puberty. Moreover, there seems to be increasing evidence that the onset of puberty occurs earlier in the present generation than in previous ones (Good-enough, 1980). However, the span of the period is roughly four years, extending from the age of nine or ten to the attainment of puberty (age 13 or 14).

The manifestations of mental growth and development through social interactions are many. They include the following: keen observation through the use of perceptual abilities and experiences; improvement in attention span with the result that class periods are lengthened accordingly, strong language interests which leads to further vocabulary expansion; constructive imagination; understanding of causal relationships, greater ability to reason logically and to generalize; and a deeper insight into social situations, with a consequent expansion of interest in history, geography, and in simple phases of science, such as, nature study and health science.

Apart from all this, the social development of the pre-adolescent child is characterized by a greater degree of social consciousness, an increase and expansion in group activity and loyalty, as well as striving for group unity, which is frequently referred to as the "gang spirit." This is the age when the child participates actively in scouting, extra-curricular activities and team games, which constitute valuable sources for the acquisition of such characteristics as co-operation, perseverance, a sense of fair play, group loyalty, and leadership.

With regard to reading interests, pre-adolescence is the time when voluntary reading of easy materials for enjoyment and information approaches its peak. Through his reading the child is introduced to world events, both past and present. He becomes familiar with human behaviour outside the family, the immediate neighborhood and his circle of friends. In this way, he learns something about objects and places, and also about the forces and ideals which motivate human conduct. During this period there are, on the whole, noticeable trends towards selectivity in reading material. Boys' interests tend to centre around adventure, action, mystery, science, invention, and biography, while girls show a great liking for romance, for stories of sacrifice and home life(Kelly,1989) Under proper guidance by language arts teachers, pupils could develop permanent interest in extensive reading, for recreation, enrichment of their experiential backgrounds, and development of their personalities.

The Period of Adolescence

The term adolescence is derived from the Latin word adolescere, which means "to grow to maturity." This period represents the last stage of immaturity during which a gradual physiological and psychological transition is made from childhood to maturity. During this period the boy and the girl are in the process of completing their physical, mental, social, emotional, and moral preparation for adulthood; in short; the characteristics of the child are exchanged for those of the adult.

The adolescent period normally extends from the age of thirteen or fourteen when puberty is attained, to the age of about twenty, when cessation of growth usually occurs, or when maturity is attained. Because adolescence corresponds roughly to the "teen years," adolescents are referred to as "teenagers".

IGWEBUIKE: An African Journal of Arts and Humanities
Vol. 11. No. 6, (2025)
ISSN: 2488- 9210 (Print) 2504-9038 (Online)
Dept. of Philosophy and Religious Studies, Tansian University Umunya
Indexed: Academic Journals Online, Google Scholar, Igwebuike Research Institute

Generally, the outstanding characteristics of adolescence is considered to be emotional development. This is so because of the idealism and enthusiasm, the self-assertiveness and initiative, the moods and conflicts, which are manifested by those passing through this phase of development, and which are so characteristic of the endeavours of youth to make adequate adjustment to life. It is for these reasons that adolescence has frequently been described as a time of "storm and stress."

During the period of adolescence, a child develops not only greater consciousness of self as a person but also a strong social awareness. He manifests this social awareness through the expression of new interest, new attitudes, and new social relationships. The result is an expansion of activities which are reflected in an improvement of social relations, and also in adjustment to a complex social environment. The adolescent child's eagerness to participate actively in the experiences of others, particularly of the same group, is indicated by his membership of clubs, cliques, societies, and the like. Group action is essential for complete social development. Little wonder, then, that the adolescent, who normally desires social approval, not only participates but also displays enthusiasm and pride, in group activities with others of his own age group. He attaches great importance to the opinions of his age groups, and manifests loyalty to group standards or ideals in such matters as dress, mannerisms, appearance, and speech. Under adequate direction and good guidance, this social activity does promote qualities of leadership and cooperation, and fosters the development of a sense of responsibility.

Among the significant aspects of development during adolescence is a maturing of interests of an intellectual, recreational, and social nature, as well as the emergence of definite interests of a vocational nature. As Kelly (1989 p.204) says, the maturing intellectual interests of the adolescent are indicated by his increased perceptual ability and vivid imagination, by his improved capacity for abstract reasoning, judgement, and the analysis, organization, and classification of knowledge, as well as by his more mature interest in reading and school subjects.

In general, reading interests become broader, more individualized and specialized. They also give evidence of critical taste. There is usually an increase in the reading of non-fiction, of newspapers, and of magazines. Interest in school subjects is broadened or changed, due, undoubtedly, to mental and social development, and also to the characteristic idealism of the period. This usually gives rise to a marked preference for subjects embodying or emphasizing an understanding of social relations, and for those related to a possible future career. Change in interests of a recreational nature is evident in the more mature choices of such leisure-time activities as motion pictures, radio and television programmes, while changes in social interests are manifested by participation in such activities as dancing, parties, and "dating".

Factors that Influence Social Development

It is apparent from this discussion so far, that environmental factors play a crucial role in the social development of the child, from birth to maturity. In this section, an attempt will be made to explain the way in which certain environmental factors affect social development. The environmental factors will be discussed under the following headings: (a) The influence of the home; (b) The

IGWEBUIKE: An African Journal of Arts and Humanities
Vol. 11. No. 6, (2025)
ISSN: 2488- 9210 (Print) 2504-9038 (Online)
Dept. of Philosophy and Religious Studies, Tansian University Umunya
Indexed: Academic Journals Online, Google Scholar, Igwebuike Research Institute

influence of the school; (c) The influence of the Mass Communications media; and (d) other environmental influences.

The Influence of the Home

A child's earliest experiences of social development usually take place in his home or family. His early upbringing, or experiences during his interaction with the home environment play a great part on his later development. The combined data from various studies of child development, patterns of child rearing, delinquency and maladjustment, mental deficiency, and the like, all point to this fact.

For purposes of illustration, we might just refer to a few experimental findings. Hewitt and Jenkins (1990), in a very valuable experiment, applied factorial analysis to the traits of five hundred problem children, of average age between 11 and 12 years, with a mean IQ of 94. These researchers made the following interesting findings:

(a) Unsocialized aggressive behaviour in children (viz: assaulting tendencies, cruelty, defiance of authority, malicious mischief, inadequate guilt feelings) was significantly related to parental rejection (arising from such circumstances as illegitimate or unwanted pregnancy, parents' hostility to the child, breakdown of marriage, among others).

(b) Socialized delinquent behaviour in children (characterized by bad companies, gang activities, stealing, truancy, staying out late) was significantly associated with parental negligence (characterized by untidy or dirty home, lack of supervision, moral laxity, the mental dullness of the mother, living in slums, among others).

(c) Over-inhibited behaviour in children (seclusiveness, shyness, worrying, sensitivity, submissiveness) was significantly associated with repressive tendencies in the family on the part of the parents, (manifested by hypercritical moods, unsociability, and sibling rivalry). This experiment had demonstrated convincingly, that there is a connection between certain kinds of behaviour in children and certain kinds of upbringing or environment.

In a study of patterns of child-rearing, Sears and his associates (2005) used an interview form to obtain information regarding the way in which parents dealt with some aspects of childcare; cleanliness, aggressiveness, sex behaviour, care of property, noisiness, and toilet training. They found that mothers who were anxious about the job they had to do in child-rearing tended to have more aggressive children than mothers whose anxiety was low.

Similarly, there was a tendency for children to be more aggressive if their mothers were dissatisfied with the way in which child rearing interfered with their free time, if they had little or no interest in their husband, or if they disagreed with their husbands to a considerable extent about child rearing principles.

In another study, by Watson (1957), children reared permissively did not differ significantly in most of the personality traits that were explored; but there were substantial differences between

IGWEBUIKE: An African Journal of Arts and Humanities
Vol. 11. No. 6, (2025)
ISSN: 2488- 9210 (Print) 2504-9038 (Online)
Dept. of Philosophy and Religious Studies, Tansian University Umunya
Indexed: Academic Journals Online, Google Scholar, Igwebuike Research Institute

the two groups in some of the traits. Children from permissive homes, who enjoyed greater freedom than those from strict or authoritarian ones, showed: (a) more initiative and independence; (b) better socialization and cooperation; (c) less inner hostility and more friendly feelings towards others; and (d) a higher level of spontaneity, originality, and creativity. Watson further found that there was "a marked tendency for greater freedom in the home to show itself in great independence in the child's behaviour outside the home." Furthermore, children from permissive homes were found to be, on the whole, more effective in their social relations than those from strict home. It is important to note that effectiveness in social relations tends to minimize the chances of maladjustment in classroom learning situations, and to increase the pupils' self-confidence as a reader or a learner.

In yet another study of parental attitude and children's behaviour, Lafore (1991)) recorded the practices of twenty-one mothers and the behaviour of their children. Even though no parent consistently used a single approach, yet Lafore was able to classify the parents into four groups as follows:

1. "Dictators" Parents who emphasized authority and obedience and who were usually dictatorial.
2. "Co-operators". Parents who were usually friendly, who seemed to deal with the child on the basis of mutual respect, who emphasized cooperation and persuasion rather than unquestioning obedience.
3. "Temporizers". Parents whose approach was mainly "situational" or circumstantial, who did not follow any consistent pattern of behaviour, or who could be pleasant or harsh as circumstances seemed to dictate.
4. "Appeasers". Parents whose approach was predominantly conciliatory, who tended to be afraid of annoying the child, who tended to avoid issues and circumvent any problems that arose, and who were guided mainly by the principle of avoiding, rather than facing an issue.

Lafore found that the parents who most frequently dictated to, and interferred with their children received the largest number of expressions of hostility from their children. Parents who confessed to numerous instances of blaming, hurrying, punishing, threatening, and interfering had children who presented many instances of crying. Children who were frequently threatened tended to be fearful, and children who were most often cautioned tended to be low in initiative or resourcefulness.

Negative attributes such as those once mentioned in these studies are certainly not conducive to effective reading and learning; they rather create emotional blocks to learning (Harris 2011). It is the duty of both parents and teachers to help pupils in whatever ways they can, either to guide against or to alleviate their effects.

The Influence of the School

IGWEBUIKE: An African Journal of Arts and Humanities
Vol. 11. No. 6, (2025)
ISSN: 2488- 9210 (Print) 2504-9038 (Online)
Dept. of Philosophy and Religious Studies, Tansian University Umunya
Indexed: Academic Journals Online, Google Scholar, Igwebuike Research Institute

The school also plays a role of crucial importance in the social development of the human organism. From the pre-school or the primary school age until maturity is reached, the school enters into a kind of partnership with individual families, for the upbringing of their children. It is common knowledge that the personalities of the teachers, and the social climate of the schools do have great deal of influence on the social development of children.

In a study of what he called "Dominative" and "Integrative" behaviour of the classroom and in group play, Anderson (1995) found that integrative behaviour on the part of one child (ie behaviour by which a child discovers ways of reaching goals which are satisfying to himself and to other children) elicits integrative behaviour in others. This kind of behaviour is the basis of cooperative enterprise and needs to be encouraged, since, unlike dominative goals, regardless of other people's needs) it satisfies the needs of the members of the group, minimizes the amount of conflict between them, and ensures effectiveness in learning and problem-solving situations. Connor (1990) has shown in his studies with children from New Zealand that pupils in classes which have "good" social climates interact more with one another and with the teacher; have better emotional rapport with the teacher, are more socially cohesive as a group, and have a better attitude to learning or schooling; compared with pupils in classes with "poor" social climates

Popular Reading Materials

Popular or sensational magazines, periodicals, novels, and poor quality (or politically partisan) newspapers, do tend to have an adverse effect, in much the same way as good literature or good publications, also tend to have a good effect, on the character development of youngsters. It has been suggested that the increasing wave of violence among youngsters in Nigeria is attributable to cheap publications which give undue publicity to crime and violence. Furthermore, sensational novels and magazines, with sex and romance as their main themes, have tended to encourage moral laxity among youngsters who are exposed to such influence (Healy and Bronner, 1988). A judicious choice of reading materials can help pupils to develop good taste and permanent interest in reading for pleasure and the expansion of knowledge.

Other Environmental Factors

One should point out that there are other environmental factors of an "occasional" or "situational" nature, which also affect social development. These arise from the ever-widening circle of inter-personal relationships, or from a multiplicity of interactions with various persons and institutions, not only within our immediate social and cultural environments, but also in othrparts of the world. In short, whatever may be the effects that have been left on us by our homes, our school, and the mass media, the subtle effects of our interactions with various persons and institutions in this world of diverse peoples and cultures make it possible for our personalities to be continually modified or changed, for better or for worse. Thus, the richer and better the pupils' linguistic-cultural experiences and social contacts, the greater their chances of having satisfactory social development and of achieving intellectual growth progressively.

Conclusions and Recommendations

IGWEBUIKE: An African Journal of Arts and Humanities
Vol. 11. No. 6, (2025)
ISSN: 2488- 9210 (Print) 2504-9038 (Online)
Dept. of Philosophy and Religious Studies, Tansian University Umunya
Indexed: Academic Journals Online, Google Scholar, Igwebuike Research Institute

This discussion of social development in relation to the growth of reading and learning abilities has important implications for education, particularly in the developing countries of Africa. Since the school community plays a key role in the social development of pupils, care must be taken not only to adapt the school's curriculum to the maturational needs of pupils at various stages of development, but also create such a social climate within the school as will be conducive to pupils' achievement of reading or learning readiness.

The social activities which can help to bring about this desirable stage of physical, mental, emotional, attitudinal, linguistic and experiential preparedness for learning to read and reading to learn which is known as "reading readiness," are too numerous to discuss fully in a brief article such as this. It will suffice to mention a few of such activities:

(a) Providing opportunities for extensive formal and informal use of language, for building word power or increasing vocabulary, and for acquiring new concepts and mastering various sentence pat-terns.

(b) Oral language work, designed to improve ability to tell stories, participate in discussions, speak with a measure of clarity and in-eligibility, and listen attentively or purposefully.

(c) Exercises designed to develop pupils' curiosity, to make them ask and answer questions intelligently, and to help them to follow directions or instructions,

(d) Play activities and projects designed to make them develop a sense of purpose, and acquire the capacity for concentration, persistence, initiative, creativity, deductive and inductive reasoning and problem-solving, all of which are very crucial in reading and learning.

(e) Exercises in drawing, tracing and painting, which could help them to acquire a sense of aesthetic judgement, and improve their abilities to perceive, construct and differentiate patterns and stimuli.

(f) Participation in various recreational and play activities, such as, educational excursions, play acting and watching, which help to stimulate pupils' use of the sense of sight, hearing, touch, smell and feeling, to enrich their experiential background, to stimulate the imagination, and to provide relief from emotional tensions.

(g) Other social-cultural and educational activities, such as sports, physical education, music, which could contribute to the physical, mental, emotional and moral well-being of the pupils, and also improve their value judgements and their capacity for rational learning.

These activities are interrelated, and so they overlap considerably. The developmental needs and problems of particular pupils at certain times will determine the areas of emphasis in these social activities. Yet, it is important to remember that the general well-being, and the physical, mental, emotional, linguistic and spiritual maturity of pupils are related to the growth of their reading or learning abilities.

IGWEBUIKE: An African Journal of Arts and Humanities
Vol. 11. No. 6, (2025)
ISSN: 2488- 9210 (Print) 2504-9038 (Online)
Dept. of Philosophy and Religious Studies, Tansian University Umunya
Indexed: Academic Journals Online, Google Scholar, Igwebuike Research Institute

Apart from providing effective reading readiness or learning readiness programmes, the school community should be in a position to make prompt and effective identification of cases of maladjustment (such as rejectees, isolates, delinquents, among others); to gain an insight into the environmental, psychological or other reasons for deviant classroom behaviour, conflicts and frustrations, and all forms of emotional problems that may affect general learning readiness or the growth of reading and learning abilities at various stages of schooling; and to take appropriate steps to remedy the situation. This may be best accomplished through the establishment of School Psychological Services, Educational Guidance Centres, Reading Centres or Clinics, Learning Disability Centres and/or similar units.

Teachers and parents also have an important part to play in all this. As pupils learn a great deal by imitation and identification, parents' attitudes to and interests in reading and learning, and the kinds of reading and learning facilities they provide at various developmental stages, will affect the growth of pupils' reading and learning abilities. The teacher, in particular, must ensure that instructional facilities and reading materials are specifically related to the developmental characteristics, needs, or problems of pupils, at the various stages, and that pupils are getting as much guidance and help as they may need for the progressive and sequential development of essential reading or learning skills. As much as possible, parents or guardians should supplement teachers' efforts in this regard by providing their children with educationally-stimulating, healthy, happy, and contended home-backgrounds, or ensuring that pupils do not have to live and work under intolerably frustrating home conditions, as is often the case with children from low socio-economic backgrounds and culturally "disadvantaged" homes.

Finally, developing African countries must show a much greater interest in the study of social development in relation to various aspects of personality and intellectual growth, that appears to be the case at the present time. The current trends in the studies of language development, as revealed by Bloom (2000) and by Ferguson and Slobin (2003), among others, offer African educators perspectives of value for empirical researches on language development and social development of African pre-school and school children. Indeed, research activities in this area could shed light on the problems of educational under- achievement, school drop-outs, wastage or inequality of educational opportunities, and the reading and learning difficulties, which seem so prevalent under current educational system in Nigeria, and which are not unconnected with differences in the quality or circumstances of social development of school children in African countries.

References

Anderson, H.H.(1995) "An Experimental Study of Dominative and Integrative Behaviour in Children of Preschool Age" J. Soc. Psych, 8, 335-345.

Anderson H. & Anderson G.L., Carmichael, L. (1990)Manual of Child Psychology. John Willey & Sons, New York.

Anderson I.H. and Hughes, B.O.(1990) "The Relationship Between Learning to Read and Growth as a Whole" School of Education Bulletin. University of Michigan.

IGWEBUIKE: An African Journal of Arts and Humanities
Vol. 11. No. 6, (2025)
ISSN: 2488- 9210 (Print) 2504-9038 (Online)
Dept. of Philosophy and Religious Studies, Tansian University Umunya
Indexed: Academic Journals Online, Google Scholar, Igwebuike Research Institute

Bandura, A. and Walters, R.H.(1989) "Aggression" in Child Psychology: 62nd Yearbook of the National Society for the Study of Education. Univ. of Chicago Press, .

Bloom, L.(1985) Language Development: Form and Function in Emerging Grammars. M.I.T. Press, Cambridge Mass.

Ferguson, C.A. &Slobin, D.I. (eds.)(2003) Studies of Child Language Development. Holt, Rinehart & Winston, N.Y.

Gesell, A.(2001) The first Five Years of Life. New York, Harper.

Harris, L.D(2004). Emotional Blocks to Learning. New York, The Free Press.

Goodenough (1980)F.L. et al: Developmental Psychology. Appleton-Century-Crofts, New York, 1959.

Hewitt, LE. and Jenkins R.L. (1987) Fundamental Patterns of Maladjustment, The Dynamics of Their Origin. Illinois: Green.

Keshian, J.(2003) "The Characteristics and Experiences of Children who Learn to Read Successfully." Elementary English 40 pg 615-616.

Kelly, W.A.(1989) Educational Psychology, Bruce Publishing Co., Milwaukee (Chap. xiv).

McGraw, M.B. (2000) The Neuromuscular Maturation of the Human Infant. New York: Columbia Univ. Press.

Mussen, P.A.(1989) The Psychological Development of the Child. (Chaps. 2, 4, 5 & 6). Prentice Hall Inc. New Jersely.

Olson, W.C. (2007) Reading and Pupil Development. Supplementary Education Monographs.

Richardson, J.A(2003). Causes of Reading Retardation in Primary School." Unpublished

Strang, R. (2001) An Introduction of Child Study. Macmillan, N.Y.