

CHAPTER 16

ALBERT BANDURA'S SOCIAL LEARNING THEORY: THE SIGNIFICANCE

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Abstract

Teaching and learning have become a never-ending process that has always been and always will be. Learning theory has also in so many ways contributed and still contributes positively to the effectiveness of teaching and learning. Bandura's social learning theory which was x-rayed in this study affirms that the important source for learning new behaviour and for achieving behavioural change in an institutionalized setting is the process of observational learning. This paper is therefore aimed at discovering how Bandura's social learning theory uses an observational method in teaching and learning music education and also the educational implication of Bandura's social learning theory. This paper also showcased some other learning theories and the importance of learning theories in teaching. It concludes by recommending that music educators should adopt modelling in their teaching to model the desired behaviour to learners since it has been established as a tool for effective learning and the Government on its part should provide some visual and audio gadgets that can be used during the teaching-learning process.

Keywords: Albert Bandura, Social learning theory, Modelling, Teaching effectiveness and Observational learning.

Introduction

Teaching and learning are vital parts of human life. It involves the exchange and sharing of ideas, knowledge and information from the teacher to the learner. Teaching is a systematic presentation of facts, ideas, skills and techniques to the learner which ought to be interactive and participant based. This way experiences are shared between the teacher and the learner to aid absorption and

assimilation. Full participation gives learners the freedom to contribute and express themselves appropriately and the teaching method adopted by the teacher and the appropriate content selection as well as adequate preparation for lesson delivery is the important variables that may promote or hinder learning. This is collaborated by Onwuka where he posits that " the method of teaching adopted by the teacher may promote or hinder learning" (p. 168).

Learning on the other hand is a relatively permanent change in behaviour resulting from activities, training or experiences. The activities, training and experiences are centred on the content the teacher brings into the learning environment. The content of the teaching should be interesting and inspiring to make learners keep learning independently. It should help them to take pride in their accomplishment and not lock them up in ignorance.

The relationship between teaching and learning lies in the fact that teaching is the vehicle through which learning takes place. According to Okpara (2007), "the psychological, emotional, spiritual, physical, cultural and social development of an individual from a particular state to a higher one depends on the internalization of such information and the degree of absorbance" (p. 22). It has been shown that learning takes place where there are changes in what one can do that result from experiences while performance is what a person does. (Lazarus, 1975). Experience, as it relates to the teacher-learner relationship, may refer to the lesson the teacher has imparted to the learner and this means that the encoded messages must be decoded for the learner to experience it before learning can take place.

Some Learning Theories

Theorists	Theory	Description
Ausubel	Subsumption Theory	The mechanism by which new material presented in an academic setting can be integrated into existing mental structures. For subsumption to occur, the presentation of new knowledge should be preceded by an "advance organizer"
Bandura	Observational Learning Theory	Behaviour can be learned through observation of others.
Bruner	Constructivist Theory	Individuals actively construct knowledge by comparing new ideas or concepts with their current knowledge (schema or mental knowledge)

Theorists	Theory	Description
Dewey	Learning by doing	Learning occurs through experience
Erikson	Socio-emotional development	Erikson's "Eight stages of man" describes a series of crisis individual pass through at different ages. The stages begin with "trust versus mistrust" in infancy and continue through a series of paired outcomes for each age through older adulthood.
Freud	Levels of consciousness	The mind operates at different levels: conscious versus unconscious. He further subdivided the mind into the id (primitive motivation), ego (a logical portion of the mind which acts to satisfy the id when possible) and the super-ego (the conscience).
Gardner	Multiple intelligences	Each individual possesses seven distinct and measurable forms of intelligence: linguistic, logical-mathematical, spatial, body-kinesthetics, musical, intrapersonal and interpersonal.
Pavlov	Classical Conditioning (Behaviourism)	The association of new responses with existing stimulus-response pairs. A classic example is pairing the ringing of a bell with the presentation of food to dogs. After repeated pairing, the dog will salivate upon hearing the bell (even if food is not presented) original stimulus (S) response (R) pair is food–salivate. The new S-R pair is bell—salivate.

Theorists	Theory	Description
Piaget	Genetic Epistemology	Developmental stages of child development. 0-2 years: "sensorimotor" - motor development. 3-7years: "preoperational" – intuitive 8-11 years: "concrete operational"- logical but non-abstract. 12-15 years: "Formal operational" -abstract thinking.
Rogers	Experiential learning	Two types of knowledge: academic and experiential. Unlike academic knowledge, experiential knowledge is acquired to meet the needs of the learner, usually to complete an important, real-life task, for Example: Learning to drive a car.
Skinner	Operant Conditioning (Behaviourism)	Learning is the result of a behaviour change, as stimulus-response cycles are reinforced, individuals are "conditioned" to respond. Distinguished from Connectionism because individuals can initiate responses not merely respond to stimuli,
Thorndike	Connectionism (Behaviourism)	Learners form an association or connection between a stimulus and a response. Through trial and error, rewarded responses would be strengthened.

Theorists	Theory	Description
Vygotsky	Social Development Theory and ZPD	Social interaction is critical for cognitive development. Related to this is the idea of a "Zone of Proximal Development (ZPD)". Some skills an individual can perform independently. Other skills can be performed if the individual has the assistance. A skill that can be performed with assistance is said to be within an individual's ZPD. The ZPD is the theoretical basis for scaffolding.
Wertheimer	Gestalt Theory	Some ideas can only be understood as part of a "bigger picture" Important in problem-solving.

Importance of Learning Theories in Teaching.

Harasim (2017) opines that learning theories are necessary for teaching because they aid the teacher to be conversant with knowledge creation and the learning pattern and ability of the learner. While evaluating theories is not all about assessing whether they are right or wrong they can also be assessed on how impactful they are in the learning process

Teachers make use of learning theories and their related pedagogical approaches and technologies to design, develop and deliver effective teaching and learning experiences. As we design for learning, we need to be aware that our theoretical starting points will inform our teaching practices, choice of learning technologies and the kinds of activities we provide to our learners.

Each theory offers a different way to look at learning and the essential ingredients that make learning happen. Using these theories as *lenses*, learning designers can understand and describe the role of the learner, the role of the instructor/teacher/facilitator and how learning happens in different ways. Each theory has influenced and shaped instructional practices and methods and all new theories will continue to do so. Different theories provide the context of learning, underlying

motivation and methods of teaching and these have implications for designing and delivering instruction. Also, different theories are best suited to different learning outcomes and different audience profiles. Since each theory comprises facts and assumptions, learning designers must begin the design of training by first identifying the goal of training and then selecting the right theoretical framework that can help achieve those learning outcomes.

Learning design should be based on learning theories because:

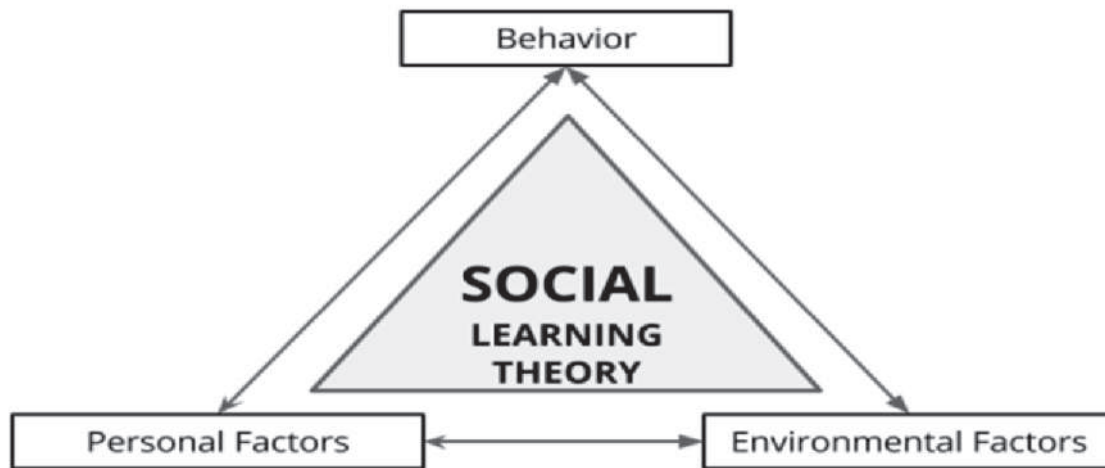
- Theories provide a basis to understand how people learn and a way to explain, describe, analyze and predict learning. In that sense, a theory helps us make more informed decisions around the design, development and delivery of learning.
- There are different learning theories (behaviourism, cognitivism, constructivism, connectivism, etc.). These theorists have thought deeply about learning, and contemplated and researched it extensively. Learning designers can leverage this knowledge to think critically about learning and education.
- Learning theories offer frameworks that help understand how information is used, how knowledge is created and how learning takes place. Learning designers can apply these frameworks according to different learning and learner needs and make more informed decisions about choosing the right instructional practices.

Albert Bandura's Social Learning Theory

Many theories have been developed over the years to explain why people behave in a certain way. These theories have been criticized from both conceptual and empirical points of view. It is hard to explain the complexity of human behaviour, because of different situations, toward different people, at different times and in different social roles. To overcome this problem, developments in learning theory shifted the focus of analysis from internal drivers to the examination of external influences. Human behaviour was analysed in terms of the stimulus events that evoke it and the consequences that alter it. (Albert Bandura, 1971).

Albert Bandura was born December 4, 1925. He received his bachelor's degree in Psychology from the University of British Columbia in 1949. He went on to the University of Iowa, where he received his PhD in 1952. It was there that he came under the influence of the behaviourist tradition and learning theory. In the late 1970s, Albert Bandura established the most well-known theory of modern social learning, which proposes that people can learn in a social context:

- Learning can occur by observing others' behaviours and the resulting outcomes;
- Learning can occur cognitively without a corresponding change in behaviour;
- Modelled behaviour is reinforced by producing desirable outcomes (for both the observed party and the learner);
- Three variables in the social learning context, the learner, the behaviour, and the environment, can influence each other.



Social Learning Theory Developed by Albert Bandura.

In the social learning system, new patterns of behaviour can be acquired through direct experience or by observing the behaviour of others. (Albert Bandura, 1971) Man's capacity to learn by observation enables him to acquire large, integrated units of behaviour by example without having to build up the patterns gradually by tedious trial and error. (Albert Bandura, 1971)

Bandura's theory states that the most relevant variable to improve and shape our learning and to achieve new behaviour is the process of observational learning. Bandura introduced the term "models" meaning "individual observed by others". When we learn by observing someone's behaviour, we are taking as a referent point a model that we want to imitate. We want to catch the best part of someone to improve our behaviour, often a leader. There are many kinds of leaders depending on learning contexts. For example, during children's life, the observed individuals could be parents at home and teachers at school. In this case, children are shaping their behaviour by observing the most relevant adults in their life. The imitation of behaviour is done regardless of gender, but several processes demonstrate children usually reproduce the behaviour that seems to be appropriate for their sex just because we are supposed to imitate behaviour perceived as similar to ourselves. It would be better to use the term "identification" concerning "imitation" since they both involve internalizing people's behaviour, they are different; identification happens when someone adopts several behaviours, on the other hand, imitation gets a single behaviour. Children need to understand if the behaviour observed and identified produces negative or positive consequences. For this reason, adults respond with reinforcement or punishment, so if children are rewarded, they keep on performing that behaviour, otherwise they change behaviour due to punishment. Observation of other people's outcomes can have a continuing influence on the effectiveness of direct reinforcement by providing a standard for judging whether the reinforcements that one customarily receives are equitable, beneficent or unfair.

Applying Albert Bandura's social learning theory in music education

Albert Bandura's social learning theory centres on learning by observation and observational

learning is a process by which one learns by watching the behaviour or actions of other around. The targeted behaviour is watched, memorized and mimicked. There are four principles of social learning theory formulated by Albert Bandura. They are:

1. Attention: We cannot learn if we are not focused on the task
2. Retention - We learn by internalizing information in our memories.
3. Reproduction - We reproduce previously learned information, skills etc when required.
4. Motivation – We need to be motivated to do anything.

Attention

For learning to take place effectively, the learner has to be in the right frame of mind to be able to pay attention to what is happening in his/her environment or to whoever is teaching at that moment.

For instance, if a music teacher wants to teach a topic in music, especially, how to play a particular musical instrument, the learner has to pay attention to details, starting from the opening of the instruments, fixing and detaching of the instruments, posture, fingering pattern, positions, sound production, etc. Attention level can vary based on the characteristics of the model and environment including the model's degree of likeness and the observer's current mood.

Retention

The observer here must have a good memory to be able to retain what the teacher taught or can even make use of devices to capture or video the action of the teacher so he can repeatedly practice with them even after the class for example, the way a music teacher positions to bow an instrument or approach high notes while singing. The observer must retain all this using any available means. The behaviour of the teacher has to be remembered so the actions can be performed with little or no effort

Reproduction

Reproduction is a situation where the observer brings what he/she has been taught to a real-life performance. The observer that has successfully observed and retained the behaviour and actions of the teacher should be able to reproduce whatever he/she retained in a real-life situation. It is not enough to just observe and remember.

Often, producing a new behaviour or action requires hours of practice to obtain the skill and even add some creative ideas to it. An observer cannot just start playing the musical instrument or even singing exactly the way he was taught without quality time of practice. Having observed the teacher while and remembering the behaviour and action of the teacher, the observer needs to start up sessions of practice to be able to reproduce exactly what he observed from the teacher. As the observer engages in practice, he/she can record whatever he is playing, listen to it after each

practice session then go back to check whether it aligns with what he observed and retained from the teacher. Quality practice in music education aids the observer's skills in reproductions.

Motivation

All learning situation requires an amount of motivation both from the model/teacher and even from the observer which will help to produce the desired behaviour.

Educational Implication of Albert Banduras Social Learning Theory

1. Observational learning helps in increasing the knowledge of the learner's retention and life skills.
2. Teachers should endeavour to model positive behaviour as learners observe, retain and reproduce what was given to them by their model (teacher).
- 3 To break down the traditional stereotype, teachers should expose learners to other positive models, especially in their field of study.

Conclusion

Bandura's social learning theory offers the ingredients that make learning happen effectively as long as the observer observes with undivided attention and he/she is willing and motivated to practice what the model/teacher said or did in the course of teaching. Since different theories provide the content of learning, motivation and methods of teaching, learning designers should, first of all, identify the goal of the training and select the suitable theoretical framework that can aid the learning process. As adequate concentration is required from the observer, qualified models/teachers should also be employed to meet up with the learning requirements of the observer.

The government on its part should endeavour to equip and provide learners with the necessary learning gadgets that will aid observational learning, especially recording devices so the learners will be able to playback the actions of the model/teacher during personal practice.

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