



Teaching and Learning in Secondary Schools Using Social Learning Theory

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Abstract: *The purpose of this desk research paper is to demonstrate the application of social learning theory to the field of education. According to the notion of social learning, people can pick up new behaviours by watching and copying the actions of others in social situations. It says that even in the lack of muscular reproduction or direct reinforcement, learning is a cognitive process that happens in a social setting and can happen only through observation or direct instruction. Vicarious reinforcement is the method via which learning happens when rewards and penalties are observed in addition to behaviour. Regular rewards for a given behaviour increase the likelihood that it will continue; on the other hand, frequent punishments increase the likelihood that a behaviour will stop. The idea stresses the significant roles of numerous internal processes in the learning individual, building upon classic behavioural theories that hold that behaviour is only controlled by reinforcements.*

Keywords: *Behaviour, Kiswahili, Instruction, Social Learning Theory, and Strategies*

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1. Introduction

The mechanisms in which pupils pick up and retain knowledge are the focus of learning theories. Theories offer educators a variety of tactics to accommodate students' varying learning preferences and academic requirements. Learning theories can support teachers in controlling their students' behaviour in addition to helping students retain the material being taught. This gives teachers the ability to foster a more welcoming and educational environment, which is a crucial ability whether they are instructing online or in a traditional classroom.

There exist notable distinctions among the majority of learning theories. All of them, though, aim to comprehend and clarify the process of learning so that teachers can act appropriately and employ efficient, effective, and suitable teaching methods.

Then, how and when did this field initially emerge? Although philosophers such as Plato and Descartes, among others, have pondered about the nature of knowledge and the process of learning throughout

history, the first systematic study of learning was carried out by psychologists in the 1800s. Learning theories have been offered over time as sciences such as psychology have grown; these range from David Kolb's Experiential Learning Theory (ELT) in 1984 to the ideas of Cognitivism created in the 1950s. More lately, connectivism has become the new learning theory for the twenty-first century.

The idea of social learning, which was introduced by psychologist Albert Bandura in 1977 with the publication of his seminal book *Social Learning Theory*, is among the most important theories of learning.

Therefore, this paper will describe social learning theory, examine key concepts in social learning, talk about modelling and using social learning theory, and then offer some recommendations.

2. Methodology

The ideas of behaviourist methods, social learning theory (SCL), and social cognitive theory (SCT) are all thoroughly reviewed in the literature in this study. A

systematic literature review, according to Keele (2007:5–6), is a way to find, assess, and evaluate the research that is currently available and pertinent to a specific research question and target, topic area, or phenomenon of interest. Primary studies are individual studies that add to a systematic review; a systematic review is a secondary type of study. The design, implementation, and reporting phases of Keele's three-stage systematic literature review were modified to achieve the goals of this review (Keele, 2007:6). The implementation stage of this study involves finding and conducting searches, choosing the primary literature, extracting and presenting issues and data from pertinent articles/publications to meet research objectives, as well as data synthesis. The reporting stage includes a discussion of the study's findings, conclusions, and recommendations. The planning stage of this study involves confirming the need for literature and determining the questions and objectives of the investigation. Furthermore, a snowball method of database search was selected to fill in the gaps left by the absence of pertinent articles, data, or information (Firmansyah, 2022b).

3. Revelation and Discussion

3.1 Theory of Social Learning

In contrast to previous theories of learning that depend on experience, Bandura's social learning theory proposes that learning can happen from watching other people behave. (Fryling and associates, 2017). shows that people pick up social skills by watching and copying others. When observers perceive the person exhibiting the behaviour as a "similar other," observational learning becomes more powerful (Bandura, 1977).

Social learning theory was created by Bandura as a counter to the behaviorism-influencing work of B.F. Skinner. (Kelland, n.d.). Although it has served as the foundation for many classroom activities, social learning theory is still relevant today and is used in eLearning, which was the means by which schools provided education to students during the pandemic.

Using the Bobo Doll Experiment, which showed that children could pick up social behaviours like aggression by watching the behaviour of another person, Albert Bandura tested whether social behaviours (aggression) could be learned through imitation and observation in 1961 and 1963. This experiment supported Bandura's Social Learning Theory.

Bandura's social learning theory, which was first based on the Bobo Doll Experiment in 1977 and later renamed social cognitive theory in 1986, holds that learning takes place in a social setting where people, environments, and behaviours are always changing.

3.2 Important Concepts in Social Learning Theory

The three main tenets of social learning theory are as follows: (1) individuals can learn through observation; (2) internal mental states play a significant role in the process; and (3) learning does not always result in a behavioural change.

According to Bandura (1977), learning would be extremely time-consuming if people relied only on the results of their actions to tell them what to do. For this reason, Bandura proposes that the majority of human behaviour is learned through modelling, in which one forms an idea of how new behaviours are performed by observing others; later, this coded information serves as a guide for their actions.

3.2.1 Learning through Observation

In the Bobo Doll Experiment, three to six-year-olds watched an adult hitting a Bobo doll; after being given the opportunity to play with the doll in a different room, the children started to imitate the aggressive actions they had witnessed. Bandura (1977) recognised three models of observational learning for this experiment:

1. an actual individual acting out or displaying a behaviour.
2. a fictional or real-life character that exhibits certain behaviours in television shows, movies, novels, or internet media as a symbolic model.
3. spoken guidance that explains and provides examples of a behaviour.

It is not necessary to witness someone else perform an action in order to benefit from observational learning. People can learn from fictitious characters in novels and movies as well as by listening to spoken instructions such as those found in podcasts (Frying, Johnston & Hayes, 2011, Bajcar & Babel, 2018).

Discussions about how pop culture media affects kids have brought this kind of observational learning to light. A lot of people worry that violent video games, movies, TV shows, and internet videos teach youngsters negative behaviours like hostility.

3.2.2 Internal Strengthening

Your own mental state and motivation play an important role in determining whether a behaviour is learned or not. Bandura (1977) noted that external, environmental reinforcement was not the only factor to influence learning and behaviour. He also realised that reinforcement does not always come from outside sources (Fryling et al., 2017).

This emphasis on internal thoughts and cognitions helps connect learning theories to cognitive developmental theories. Bandura (1977) himself described his approach as a "social cognitive theory," despite the fact that many textbooks place social learning theory with behavioural theories. He defined intrinsic reinforcement as a form of internal rewards, such as pride, satisfaction, and a sense of accomplishment.

3.2.3 Procedure for Modelling

Learning does not always lead to a change in behaviour and involves modelling (Nabavi, 2012). Learning cannot occur unless cognitive processes are involved, and these mental processes mediate the learning process to determine whether a new response is acquired. Bandura (1977) proposed mediational processes, which are considerations that occur before imitation. People can learn new information without exhibiting new behaviours (Fryling et al., 2017).

3.3 Four Mediating Mechanisms that Affect Education

As previously noted, Bandura (1977) defined four conditions or mediational processes that impact learning throughout the modelling process. By following these procedures, an individual can effectively become a behaviour model for another person, potentially leading to learning (Nabavi, 2012).

Attention: The individual must first observe the model. Distractions hinder observational learning. An individual is more likely to pay attention to something that gets their attention if they believe it to be familiar, fascinating, novel, or similar to them.

Retention: The capacity to retain information is a crucial aspect of learning, and practicing is one way to help the observer remember the behaviour they have observed (Nabavi, 2012).

Production: Putting the learned behaviour into practice comes after paying attention to the model and remembering the information. This condition calls for the observer to be able to replicate the action, which could be challenging for a student who is not developmentally ready to do so (Nabavi, 2012).

Motivation: Lastly, learners need to be driven to emulate or model what they have learned. Keep in mind that reinforcement and punishment have an impact on motivation, and that different people will respond differently to the same set of four variables (Nabavi, 2012).

3.4 Social Learning Theory's Uses

Children's daily learning experiences are proof of the social learning theory, particularly as they typically observe adults in their environment, such as their parents. Among the numerous examples of how social learning theory is used in real life are the instructions they follow from their teachers.

However, the application of social learning theory in education is not limited to the classroom; it is also utilised in research and, increasingly, in eLearning. In a wider sense, it is even taken into consideration when policy is being made, particularly when it comes to criminal justice. The Social Learning Theory is occasionally used by corporations and the media. However, the focus of this paper is on social learning theory in education.

3.4.1 The Application of Social Learning Theory in the Classroom

Classroom management, collaborative learning, and feedback are all impacted by Bandura's theory. With regard to the four requirements of the modelling process, teachers can perform the following:

1. Teachers can utilise verbal and/or physical cues to draw attention, such as starting a call-and-response, making a hand signal, or pointing at an object.
2. Teachers can communicate new content through visual, aural, and kinesthetic modes in order to maximise retention through multimodal learning.
3. Teachers can include production into their lessons by scheduling time for students to work with a variety of peers in a practice setting and by assigning tasks or drills that require students to replicate or apply what they have learned or demonstrated in class.
4. Teachers can use rewards and reinforcement to help students become more confident, self-sufficient, and enthusiastic learners. They can also use positive and negative reinforcement, such as verbally praising a student who is participating, staying on task, or consistently arriving prepared to learn.

Furthermore, as students mimic one another and their teacher, Bandura's social learning theory can assist students in reaching their objectives. Bandura (1977) posits that students will emulate an accepting and responsible role model who does not discriminate. Therefore, by enforcing late submission policies, teachers instil in their students the importance of

accountability and teach them that they will be held to this standard for all of their work.

3.4.2 Research Using Social Learning Theory

Social learning theory has become widely employed in diverse research, particularly on crime and criminality, and emphasises the reciprocal connection between cognitive, behavioural, and environmental factors of human behaviour (Bandura, 1977).

Social learning theory has been used extensively in research to explain a wide range of criminal behaviours. Ronald L. Akers used social learning theories extensively in the study of crimes in 1973, positing that both conforming and deviant behaviour are caused by the same learning process in a social structure, interaction, and environment, with the direction of the factor balance on behaviour differing (Sellers & Winfree, 2010).

According to Akers, people are more likely to engage in criminal or deviant behaviour if they have previously been rewarded for it, have defined it as desirable or justified in a situation that is appropriate for the behaviour, and have been exposed to salient criminal or deviant models in person or symbolically (Sellers & Winfree, 2010).

Four fundamental tenets of social learning theory are differential association, definitions, differential reinforcement, and imitation; these premises will be examined in the context of social learning theory in the next section (Sellers & Winfree, 2010).

3.4.3 In e-learning, Social Learning Theory

Particularly since the pandemic, online learning, or eLearning, has gained popularity. In addition, a lot of learning management systems have social media integration or make use of third-party social media tools to enhance the learning experience.

In the research "Social Learning Theory in the Age of Social Media: Implications for Educational Practitioners," which was published in the *Journal of Educational Technology*, Deaton (2015) stated, "Social media technologies have fundamentally changed the way that social interaction occurs within our world."

According to Deaton (2015), "social media provides a platform for improving learning in a social context by enhancing the cognitive processes of attention, memory, and motivation."

In the same study, Deaton (2015) emphasised that social learning components may get better if educators were to properly utilise social media. By utilising innovative educational tools, teachers may consequently have a positive effect on students' academic performance. Then,

Deaton recommended that teachers adopt this new way of thinking in order to prepare students for the massive "information exchange" that is currently occurring on the international arena of the digital era.

Additionally, social learning theory holds that people learn best when they engage, exchange ideas, and watch others. For this reason, learning through YouTube has gained popularity. Although e-learning is personalised and frequently isolated, technology enables students to combine its accessibility with the efficacy of social learning, making it successful.

Many learning platforms, such as watching videos, participating in forums, and playing games, have been utilised throughout the history of eLearning and are based on the social learning theory to reinforce learning. Additional platforms may be added in the future, but these are currently the most popular ones.

3.4.3.1 E-learning, or online learning

Schools all over the world adopted online methods to deliver education to students during the pandemic. Social learning theory is still relevant in eLearning environments. The idea of observing and modelling behaviour remains integral to effective eLearning. The COVID-19 outbreak turned online learning into a lifeline for education.

3.4.3.2 Social Media Inclusion

Social media stimulates attention, memory, and motivation, which enhances the acquisition of knowledge. Teachers can use social media platforms, such as Twitter, YouTube, and discussion forums, to support social learning. Students can watch and learn from each other's posts, videos, and discussions.

3.4.3.3 Teamwork in Education

Collaborative learning strategies are supported by social learning theory. Through group projects, peer teaching, and interactive conversations, students can watch and learn from their peers. By collaborating, they improve their problem-solving abilities and get a deeper comprehension of concepts.

3.4.3.4 Techniques for Active Learning

Active learning tactics, such as case studies, simulations, and role-playing, can be used by teachers to apply the concepts of social learning. Students learn more effectively when they actively engage with the material and interact with their peers.

4. Conclusion and Recommendations

4.1 Conclusion

Grusec (1994) claims that the theory of social learning started out as an attempt by R. Sears, Rotter (1954), and others to combine the theoretical frameworks of stimulus-response (S-R) and psychoanalytic learning into a more thorough explanation of human behaviour. This was done because of the rigidity of the latter and the clinical richness of the former. Albert Bandura focused on the cognitive and information processing abilities that mediate social behaviour, leaving behind the psychoanalytic elements and impulses of the approach. The purpose of these learning theories is to provide a broad framework for comprehending human behaviour; specific details of their development need to be ironed out. However, Bandura (1977) provided a solid theoretical foundation. According to Grusec (1994) and Martinez (2010), the hypothesis appears to be able to both explain the developmental facts that are currently available and direct future research. According to Bandura's (1977) social learning theory (SLT), people pick up new skills from one another through imitation, modelling, and observation. These skills are influenced by a variety of elements, including motivation, attention, memory, emotions, and attitudes, which are also key in the learning and teaching process. The relationship between cognitive and environmental factors that affects learning is explained by the hypothesis.

4.2 Recommendations

This article presents the idea of Social Learning Theory, in addition to other elements pertaining to its context. Only general and particular keywords are used in literature reviews. It is likely that rather than looking for information and data from pertinent publications or articles, it overlooks data from other pertinent publications that may even be current. In an organised manner, the systematic literature method used must take caution in the procedure and its applications into consideration to gain a better grasp of the definition, operationalization, observation, and construction of SLT from diverse sources.

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