

CHAPTER 4: SOCIAL LEARNING THEORY (SOCIAL COGNITIVE THEORY)

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INTRODUCTION TO SOCIAL LEARNING THEORY

A lot of various theories have been suggested throughout history. Some of them are grouped under the heading of behaviorist learning theories while some others are grouped under cognitive learning theories. Social Learning Theory is accepted to be one of the Cognitive Dominant Behaviorist Theories because it has some qualities that overlap with behaviorist theories as well as some cognitive qualities.

The idea that an individual shapes his/her own behaviours by means of observing others' behaviours dates back to Plato and Aristotle. One of the names that draws attention to this point is John Dewey. Dewey, whose school as accepted to be a small society, defended the idea that students were learning from each other while they were growing up. On the other hand, Russian theorist Lev Vygotsky was also interested in social learning and drew attention to the point through the term of "zone of proximal development" that learning could be realized under the guidance of teachers and in a social environment.

Psychologists that studied experimentally the idea that learning could be realized in a social environment are Thorndike, Miller, Dollard and Watson¹. Thorndike, Watson, Miller and Dollard are famous for their various experiments they carried out about the idea that learning could be realized by means of observation. Thorndike and Watson are known to fail in these studies. On the other hand, Miller and Dollard's opinions on this subject are significant.

According to Miller and Dollard, what is necessary for observational learning is composed of observation, response based on observation and reinforcement for the said response. In short, behaviours that are displayed by means of taking someone as a model are strengthened when they are reinforced. In addition to this, although Julian Rotter also had very important studies about putting forward and developing this theory, the name that first comes to mind when Social Learning Theory is mentioned is Albert Bandura.

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In 1947, some concepts such as observational learning were taken one step ahead with the name of "Social Learning Theory" by Julian Rotter. Rotter objected to the strict rules of behaviorism and stated that experiences of an individual might be influential on the behaviours of another individual; however Rotter also added that external stimuli and reinforcers might also affect behaviours. Besides, Rotter stated that the direction and level of this influence could be determined just by cognitive factors². Rotter, who was interested in the reinforcement and its influence as well as its source, put emphasis on the term of focus of control and divided it into two: Internal Focus of Control and External Focus of Control. Rotter explained **Internal Focus of Control** with the idea that an individual would see himself/herself as the source of reinforcement and **External Focus of Control** with the idea that an individual would see some powers other than himself/herself as the source of reinforcement.

When some of the students who just leave the exam class say that they could not do well in the exam by means of using some expressions such as "I didn't study, I didn't read the questions carefully, I don't like and understand this lesson, etc.", the source of their reasons is themselves. They believe

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that the result can change when they change something and they take the responsibility of their behaviour. On the other hand, some other students put forth some excuses such as "the questions were difficult, the teacher intentionally chose to ask questions about the points we don't know, it was too hot/cold, it was too noisy, they prevented me to concentrate, etc." and when the source of these excuses are studied, it is obvious that the individual talks about a factor apart from himself/herself. These individuals who relate the reason of their behaviours to luck and who do not take responsibility of their own performance have difficulty in achieving a goal.

Bandura and Walters, who resumed on the studies of Miller and Dollard besides Rotter's studies, also dealt with the subject of learning through observation and imitation³. According to Miller and Dollard, imitations can turn into habits. On the other hand, they call the tendency to imitate others' behaviours to be reinforced as **generalized imitation**. In the light of this information, we can say that Dollard and Miller tried to explain the behaviours acquired through imitation just by means of operant conditioning without considering cognitive processes.

On the other hand, Bandura defends the idea that the concepts such as **"imitation, observation and taking as a model"** are the fundamental concepts in learning. However, imitation is just one aspect of observational learning⁴.

For example; if a teacher smiles at the words or behaviour of one of the students; other students in class also smile together with the teacher they even begin to laugh. Children will display the behaviour of laughing when they come across the same situation in class or anywhere else⁵.

Everything learnt through observation do not have to be imitation⁶. In other words, observation learning is not a simple process of imitating. What is important here is the results of the observed behaviour. Cognitive elements are also involved and an individual receive and process his/her observations as mental data⁷. In this case, learning can also be realized without imitation.

For example; a driver who sees that another driver who does not stop at red light gets a fine may avoid the said behaviour; as is seen in this example, the observer tries to avoid the observed behaviour rather than imitating it. Another example can be a student who sees that one of his/her friends is caught while cheating in the exam. This student will try to answer the questions without teaching in order to avoid such a difficult situation⁸. In this example, the student observes that cheating is a behaviour that will create bad results and prefers not to imitate this behaviour. Another student who sees that one of his/her friends is always rewarded for his/her academic success knows that he/she should give importance to the activities of studying in order to get such rewards, however she/he may not display any effort about this. Here, the student learns through observation but does not imitate the model⁹.

According to Social Learning Theory, behaviours and feelings may change through observation and taking someone as a model. Most of a person's behaviours are shaped by means of observing others, seeing about their ideas and the guidance effect of these ideas. In order to prove this, Bandura carried out experiments with three groups of children.

In an experiment, Bandura divided a group of children (half of them are girl and while the other half are boys) into three groups so that each group has the same number of children. The children in the first group watch a film in which the reinforced adult model hits and beats quite a big doll and is aggressive; the children in the second group watch a film in which the aggressive model is punished; and the children in the third group watch a film in which the aggressive model is neither reinforced nor punished. Then, the children in all three groups are given a doll similar to the one in the films and their level of aggressiveness towards the doll is measured. According to the findings, the children who watch the model whose aggressive behaviours are reinforced have the highest level of aggression; the children who watch the model whose aggressive behaviours are punished have the lowest level of aggression; the children who watch the model whose aggressive behaviours are neither reinforced nor punished have an intermediate level of aggression between the two groups. The findings of this

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experiment prove the difference between learning and performance while it is also very important in that an individual's behaviours are influenced by others' experiences¹⁰.

Through this experiment, Bandura concludes that media, especially television is very influential in learning, that a child learns behaviours such as aggressiveness, facileness and sharing. Children can take the characters they watch on TV and thus learn desirable and undesirable behaviours and transfer them into their lives. Moreover, generations and the culture of the time also influence behaviours. This experiment carried out by Bandura is very famous in the field of psychology and is given as an example many times.

Bandura states that it is very difficult to learn how to drive through Skinner's operant conditioning model. Formation has a slow pace and the relations between the steps are established with difficulty. Bandura claims that watching and imitating an experienced driver makes it faster to learn how to drive. Bandura thinks that taking someone as a model is a more sophisticated behaviour than just simply imitating and he prefers the term of taking as model rather than imitating¹¹.

There are some similarities between behaviorism and Social Learning Theory coming to the fore with Bandura who criticized Behaviorist Theory in many ways. These similarities are as stated below:

1. Experience is important in both of these theories.
2. Reinforcement and punishment are used in the development of learning in both of these theories. Feedback is important in the development of learning in both of these theories.

On the other hand, Social Learning Theory criticizes Behaviorist Approach in terms of three main points¹²:

1. Behaviorist approach does not represent learnings that are realized in natural environments. In other words, terminal behaviours do not need to be rewarded often.
2. Behaviorist approach cannot explain how the first reactions are acquired. In fact, much behaviour is displayed without reinforcement.
3. Behaviorist approach is interested in just direct learnings, namely, situations where results are immediately observed while it is not interested in indirect learning. In fact, it is known that a lot of learnings occur indirectly in real life.

In line with these criticisms, there are three significant differences in social learning theory¹³:

1. A behavior is learnt, but may not be displayed immediately. A behaviour acquired through observation does not need to be displayed at once, the acquired behaviour may be displayed some time later. This situation can be explained through the terms of learning and performance.
2. Learning is not always based on the reinforcer given to the individual who takes someone as a model.
3. Human being is not a passive and simple organism that reacts to stimulus.

In this context, this theory makes use of both behaviorist logic and the concepts of cognitive theories. Because of this reason, Social Learning Theory has passed into the history of education as Cognitive Dominant Behaviorist Theory.

A substantial portion of human behaviours is learnt through observing other individuals displaying the said behaviours. Albert Bandura is the first psychologist who addressed the observational learning as a systematic whole. Bandura presented to the world of science the systematic on which he was studying with his work called Social Foundations of Thought and Action. He called this theory as Social Cognitive Theory in 1986 although he called it as Social Learning Theory (Social Behaviorism) at the very beginning¹⁴.

The approach brought by Bandura to learning in early 1960s was social behaviorism. Bandura's theory also has cognitive qualities besides being behaviorist. Although his theory is accepted to be a branch of behaviorist approach, it has a milder structure. In other words, social learning theory is some kind

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of a mediating theory. There is a mediating mechanism between stimulus and response, and this mechanism is the cognitive process of an individual. Thinking processes are thought to be influential on reinforcements resulting from external reasons.

For example; according to Social Learning Theory, individuals learn gender identity roles primarily by means of observing and imitating parents; however they evaluate these role models in line with their own values and shape them according to their own thinking processes.

Social Learning Theory, which is also called as "social cognitive theory," "observational learning" and "learning through taking someone as a model", is a theory that emphasized the ability of learning through instructions or observing the behaviour(s) of a chosen model without needing the direct experience of the individual¹⁵. This theory is also defined as "social learning" as it plays an important role in learning social behaviours and rules¹⁶, it is also accepted to be a theory that is constituted by means of integrating cognitive learning theory and analytical behaviorist theory¹⁷.

For example; a child who kisses his/her grandfather's hand at a festival gets pocket Money. His/her sibling displays the same behaviour when she/he sees him/her. In this example, this behaviour, which is accepted by the society, is maintained to be repeated through observation.

According to social learning theory, individuals who observe the experiences and results of these experiences belonging to other individuals enter an emotional conditioning and they themselves display the same behaviours in similar situations. While learning through observing positive and negative results of other individuals' behaviours saves time and energy for the learner¹⁸, it also protects the individual from possible threats. For example, this kind of learning protects a person who observes his/her friend driving too fast and having an accident and being injured protects this person from the risk of having an accident.

Bandura explains in this theory not only the general principles of learning and modeling but also many concepts and processes included in the psychology (development, making decision, self-sufficiency and social processes, etc.). According to Bandura, human behaviours are explained not only through forming by reinforcement but also through mutual interaction of cognitive, behavioral and environmental factors. An individual can learn behaviour by means of taking someone who displays this behaviour as a model. This is called observational learning or imitation¹⁹. **Behaviour** affects both the environment and mental and personal factors (individual); **mental and personal factors (individual)** affect environment and behaviour; **environment** affects the formation of behaviour through mental and personal factors (individual). Social learning theory includes values, external expectations and personal wishes²⁰⁻²¹.

FUNDAMENTAL CONCEPTS IN SOCIAL LEARNING THEORY

Learning occurs in three different ways in social learning theory, which is a theory that grounds on interpersonal social communication. These are observational learning, learning through modeling and indirect learning.

Observational Learning

Social Learning Theory claims that different strategies are necessary for learning. According to Bandura, an individual who observes learns five different things from the model:

1. New cognitive abilities and new psycho-motor skills
2. Strengthening or weakening previously-learnt prohibitions
3. Social motivators, new values, beliefs
4. How environment and goods will be used
5. The method of expressing feelings

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These products that are learnt through observation require a certain process. Since learning does not occur suddenly, observational learning is composed of four consecutive important processes²². These are processes of paying attention, retention, creating behaviour and motivation.

- a. The Process of Paying Attention:** If the individual does not pay attention to the activities she/he will take as a model and perceive correctly, observational learning does not occur. According to Social Learning Theory, three basic factors that affect learning in this process are the qualities of the observer, the qualities of the observed model and the qualities of the observed behaviour. The process of paying attention is affected by physical qualities of the perceiver (the capacity of perceiving, state of tendency, preference and emotional state), purpose of the observer, past reinforcement experiences; functional value of the model (simple, clear, interesting and functional); the qualities of the model such as age, gender, character, similarity and status. These qualities will be explained in the following pages.

For example, the fact that a group of people who have witnessed the same accident give different details while telling the accident later proves that how much difference there is between the details paid attention by the witnesses and how much difference there may be between the things different people pay attention to. Another example is that students may perceive an example told by the teacher in different ways and when they are asked to perceive what they have perceived through examples, the examples may be different.

- b. Process of Retention:** The process of retention is also called "the process of bearing in mind." Making use of the information acquired through observation requires remembering this information. The observed information is symbolized and coded and then kept in memory. While coding may be limited to the observed behaviour, it may also include why, how and when behaviour is displayed²³. According to Bandura, most of the cognitive processes that organize behaviour are mostly verbal rather than visual. Fictitiously and verbally stored information should be repeated mentally or implemented after observation.

For example, a person who witnesses a traffic accident code the information such as what the people involved in the accident say, how they behave, who caused the accident and then remember this information later. Another example is that a child who watches his/her mother cooking codes how the mother cooks and at another time, remembers how his/her mother cooks and tries to cook himself/herself.

- c. Process of Creating Behaviour:** This step determines turning what is learnt into performance. It is necessary for the individual to have appropriate physical and psychomotor qualities and the individual should possess enough wish, belief of success and self-sufficiency capacity in order to have cognitive learning turn into behaviour. It is necessary to do the behaviour mentally at first, and mistakes should be corrected if there is any. This process should continue until behaviour gets similar to the model's behaviour.

For example, a child who does not know how to ride a bike observed the model behaviour repeats what she/he learnt through observation in line with the model and similar to it at first and then rehearses. Another example is that a student who is expected to make a presentation in a lesson plans and repeats what she/he should do in the presentation in his/her mind at first and then she/he makes the presentation.

- d. Process of Motivation:** Motivation is a process that helps what is learnt to turn into performance. At the end of the observed behaviour, the reaction given to the individual who is taken as a model is also influential in the observing individual's decision making about displaying the same behaviour or not. If the individual who is taken as a model is rewarded at the end of the observed behaviour, this motivates the individual who is observing. However, if the observed behaviour damages or results in punishment, observing individual avoids this behaviour²⁴. According to Bandura, reinforcement has two significant functions. These functions are:

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1. Reinforcement causes the observing individual to expect that she/he will also be rewarded when she/he displays the behaviour of the model that is rewarded.
2. Reinforcement functions as an activator in turning what is learnt into performance.

There may be three different types of reinforcement and these are ***indirect reinforcement, external reinforcement and internal reinforcement.***

Indirect Reinforcement: Observing results accompanied by others' behaviours result in changes in the behaviours of the observer. The observer is both informed and motivated by the observed behaviour. If the model succeeds and is rewarded during the observed behaviour, the observing individual will imitate this behaviour more often and in a shorter time.

For example, a person who takes someone who attracts people around due to his/her perfume in a TV advert as a model would like to use the same perfume. In another example, when the teacher because of his/her positive behaviour rewards a student, other students are motivated to display the same behaviour. For example, when the younger sibling sees that his/her elder sister is rewarded with a bike because of good marks in her paper, he/she is motivated to have an expectation to have his/her wishes realized by means of having good marks as well.

External Reinforcement: It means that an individual displays the expected behaviour as a result of being rewarded or appreciated by people around him/her. The individual reinforces his/her behaviour through positive and negative reactions received from around as a result of his/her behaviours and she/he is motivated.

Internal Reinforcement: It means that an individual motivates himself/herself internally. When an individual achieves his/her goal or comes across a negative situation, he/she motivates himself/herself by means of reinforcing internally.

In social learning, ***internal reinforcement*** plays an important role. Internal reinforcers are the ones such as personal satisfaction, sense of comfortability, enjoying, liking, pride. As is mentioned in reactional conditioning; this situation can be given as an example for internal reinforcement and reinforcer.

A child who hits one of his/her friends in nursery school ignores the punishment of sitting given by the teacher, and feels relaxed by means of saying; "Ohh, I don't regret hitting him. He made fun of me. I gave him the right punishment." The sense of relaxation experienced by the child is internal reinforcement. Saying "Oh, I don't regret hitting. He made fun of me." is internal reinforcer.

Bandura believes that especially internal reinforcement through which the individual motivates himself/herself is more important in motivation. Moreover, Bandura claims that reinforcement or rewarding has two functions. These cause observing individuals to have an expectation and imitation.

Learning Through Modeling

Individuals take people who look like themselves as a model in order to learn behaviours and they observe how they do different behaviours. Observer's capacity of perception, level of readiness, cognitive structure and skills, tendencies and physical capacities are important in this process. However, not everyone does the all the behaviours they observe. This is because of the interaction between the model and observer, and this interaction depends on some basic features of individuals. These are age, gender, character, similarity and status.

1. **Age:** Individuals tend to take people who are at the same age as or older than them as a model. In general, younger individuals are not preferred to be taken as a model.
2. **Gender:** Another tendency of individuals is to take someone who is the same gender as themselves as a model rather than modeling people who are different gender.

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- 3. Character:** Individuals tend to take people who have a good position in the society or who have proved themselves in a way as a model. Skillful, successful or prestigious individuals are taken as a model more than others.
- 4. Similarity:** People tend to take individuals who have similarities with themselves as a model. They find these people who have common features with themselves more suitable for themselves. Especially age and gender are related to this feature.
- 5. Status:** The status of the model has a great influence on whether this person will be taken as a model or not. A person with a high status is more likely to be taken as a model than a person with a low status. In schools, it is very common that especially teachers or students who are popular and have a spirit of being a leader and who are good at sports and other activities are taken as a model.

According to the status of the model, the level of modeling the observed behaviour differs²⁵:

Features of the model	Behaviour observed in the model	Level of being taken as a model	Example
High status	Results of the behaviour are not known clearly	High	Famous people
Equal status	Positive	High	A student who is good at sports among peers
Equal status	Positive	Low	A student who is punished because of being lazy among peers
Low status	Positive	Low	A student in the younger class who is rewarded because of being successful
Low status	Negative	Low	Younger sibling who is compliant by the moter because of being naughty

Types of Taking as a Model

Individuals are influenced by various people and words, take them as a model and include them in their lives throughout their lives from childhood to old ages. In this context, there are three types of modeling:

- 1. Live Models:** These are people who are around the individual. This group is composed of individuals who the individual communicates with in daily lives such as parents, siblings, relatives, neighbours and friends.
- 2. Symbolic Models:** These are famous people who are known, read and seen through films, songs, television and books. This group is composed of individuals such as famous sportsmen, singers, and presenters of TV programs, artists, film or novel characters and actors.
- 3. Verbal Instructions:** These are instructions often used in society and verbally common rather than another individual who can be modeled by the individual. "Girls should not look directly," "customer is always right," "men do not cry," "girls should stay at home" and such other instructors are included in this group.

Functions of Taking as a Model

Functions of taking as a model are explained in three different ways²⁶. These are reaction facilitation, abstention/non-abstention and observational learning. Observational learning has been explained in detail in the previous pages, so in this part, reaction facilitation and abstention/non-abstention will be explained here.

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Reaction Facilitation: It means facilitating the formation of a behaviour known by the observer previously through the behaviour of the individual who is taken as a model. Although the behaviour displayed by the person who is taken as a model ensures a new learning for the observer, if the observer repeats this behaviour, this is called reaction facilitation.

For example, if you start to look for something in the street, after a short time, you can see some others who are looking for something in the street together with you. Likewise, when a person starts to applaud in crowd, others will also start to applaud.

Abstention/Non-abstention: As a result of the behaviour of the person who is observed, there may arise an effect of abstention or non-abstention related to the learnt behaviour realized through observation. The effect of **abstention** can be defined as the fact that the observer abstains from displaying certain behaviour because there is punishment at the end of the behaviour. **Non-abstention** states, on the other hand, that the observer do not abstain from certain behaviour and tends to display it unless there is a negative result of this observed behaviour.

For example, when a little child goes to his mother and asks the same questions for many times, and the mother replies him with a smile all the time and explain the answer, the child will display this behaviour again later and this creates an effect of non-abstention. In his case, the child goes on asking questions and thus learning occurs. However, when the same child goes to his father and asks questions for many times and the father reprimands him, the boy will abstain from asking any more questions to his father and this results in the effect of abstention. This means that the boy will give up asking questions and so learning does not occur.

Products Gained Through Modeling

According to Bandura, an individual who observes gains three different products from the model:

1. He learns new cognitive and psychomotor skills.
2. He learns social norms and prohibitions.
3. He gains new values and beliefs.
4. He learns the ways to make use of the environment and goods.
5. He develops methods of expressing his feelings.

Learning Through Indirect Ways

Social learning comprises indirect learning, in other words, learning through a model. That social learning is indirect means that learning processes, in other words, experiences are also indirect. In social learning theory, indirect experiences are divided into two as indirect reinforcement, indirect punishment, indirect motivation and indirect sensuality.

Indirect Reinforcement

Reinforcement carries a meaning not only for the organism receiving the reinforcement but also for the organisms that observe this. Individuals who observe that a certain behaviour is reinforced are more likely to display same/similar behaviours. Individuals who observe that the behaviour of taking social responsibilities are rewarded may behave in the same way.

Studies have shown that individuals who observe a model whose behaviours are reinforced imitate the model's behaviours more often and more frequently²⁷. When teachers reward a student for a positive behaviour, they should be aware of the fact that this act of rewarding is influential not only on the behaviours of the student whose behaviour is reinforced but also on the behaviours of the other students in class.

For example, it is indirect reinforcement that "Pelin comes to school with her new beret, she attracts all the attention, everyone tells her that her beret is very beautiful and fits her so well, and Selin, who watches this situation, also decides to buy the same beret."

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Indirect Punishment

Punishment has a meaning not only for the organism that receives the punishment but also for the organisms who watch that this behaviour is punished. Individuals who observe that a certain behaviour is punished are more unlikely to display this behaviour. When a student is punished because of a negative behaviour, not only the behaviour of the student who is punished is prohibited, other students are also prevented from doing the same action.

For example, when a student is influenced by his friend's situation that is caught cheating in the exam and so suspended from school, he avoids cheating in the exam. Likewise, individuals who observe that obscene language is punished avoid obscene language.

On the other hand, it should be kept in mind that an aggressive and emotional punishment may also cause imitation of aggressiveness²⁸. An individual who observes that his friend's driving license is seized because of not obeying traffic rules is careful about not making the same mistakes²⁹.

Indirect Motivation

When behaviour observed by an individual ends up with a valuable product, the individual wishes to display this behaviour. The individual capacity of the one who observes is influential on motivation.

For example; giving certificate of excellence to a student in front of all other students at school motivate other students to get certificate of excellence. Students who see that one of their friends in class gets scholarship can try to get scholarship as well. A student who observes one of his friends getting a reward in a knowledge contest studying hard can understand how he should study in order to be successful³⁰.

Indirect Sensuality

Most of the feelings are acquired through observation. People who are afraid of mice, cats, and snakes although they do not directly injure them are examples of this situation. A child who sees that his mother is afraid of mice can also be afraid of mice. The reason of such fears is observing models having similar experiences. The voice, mimes, cries, words of models give a lot of messages and an individual who observes the model may have similar fears³¹. Bandura states that modeling has the power to change behaviour in social environment.

For example, a child who watches that another child playing with a dog and being bitten by the dog can get scared of dogs.

On the other hand, Bandura also states that behaviour can be re-learnt or changed through modeling. Behaviour has a quality which ensures it to be used at school, work and hospital, etc. that are a model of education.

For example, in the case of a child who is scared of dogs, a gradually developing program can be implemented in order to eliminate fear of dogs by means of having the child watch a peer who is playing with a dog in the first phase³². A child who starts the school may come to school with one of the parents, watch other children who stay in class alone and then get rid of the fear of being left alone in class³³.

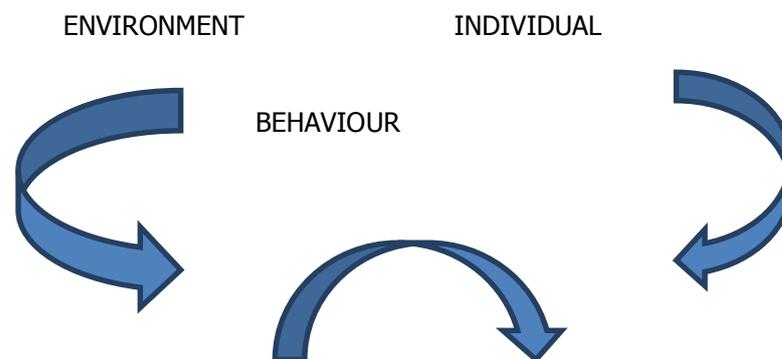
Bandura claims that children or adults may acquire behaviour by means of repeating it just by observing the behaviour of a model they choose or without receiving any reinforcement. In a study conducted by Bandura at a nursery school, children who are kept in a half-dark room are ensured to watch a short film. In the film, boxers fist and kick sandbag, which they use as a tool of training, shout "şokero" and throw balls to the sandbag. After the film finishes, children are left in the game room alone one by one and what they do is observed through a blind mirror. As a result, children are observed to display the behaviours they have watched as well as other aggressive behaviours they learnt before³⁴.

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BASIC PRINCIPLES OF SOCIAL LEARNING THEORY

When Social Learning Theory is studied, there are some important principles. Bandura explains these principles under six headings, which are Mutual Decisiveness, Capacity of Symbolization, Capacity of Foresight, Capacity of Indirect Learning, Capacity of Self-Regulation and Capacity of Self-Judgement.

- 1. Mutual Decisiveness:** Behaviour comes out as a result of the interaction between environment and individual. The first basic principles of Social Learning Theory are that the displayed behaviour, personal factors and effects of environment should be handled together, and these will constitute their own system. Reinforcers and punishments are already potentially present in the environment. However, behaviours of the individual determine their coming out. In the dilemma of environment-individual, the question of which is more influential is circumstantial.



For example; when a student displays an undesirable behaviour in class and affects his friends, this is the case that individual affects environment. However, when this student is influenced by positive behaviours of his friends and corrects his behaviours, this is the case that environment affects individual.

- 2. Capacity of Symbolization:** Capacity of symbolization is also called as the capacity of symbolization. In short, capacity of symbolization means that individuals symbolize their whole life in their minds. Through these symbols, they can carry their past in their minds as well as they can test the possible events of future. The capacity of symbolization changes from person to person. Because of this reason, individuals who observe the same event may learn different things from what they observe. Bandura states that those individuals whose capacity of symbolization is high are more successful about social learning.

For example; the expression frequently used by people, "What you say is as meaningful as what the others understand from it," is a result of symbolization.

- 3. Capacity of Foresight:** Capacity of thinking or symbolic capacity is used in determining the future. Social Learning Theory requires the capacity of making plan for the future as well as using symbolic capacity. People should guess how people will treat them in the future, set their goals and plan their future. In short, since thinking comes before activity, people should think of the future.

For example; by the help of this quality which is a must especially for managers, a successful manager can predict the questions to be asked before the meeting, make the necessary preparations for these questions, and conduct the meeting successfully.

- 4. Capacity of Indirect Learning:** Individuals, especially children observe the results of others' behaviours or the results of these behaviours, and thus they learn. A part of an individual's learning is composed of learning through being directly involved in the process, doing and living. In indirect learning, individual does not live the said process directly, they learn by means of watching, listening to reading about the people who have gone through this process. According to

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Bandura, people have different levels of indirect learning capacity. While an individual learns behaviour as a result of a single observation, another individual may learn the same behaviour as a result of two-three observations.

For example; when a friend of Ahmet's, who always drives fast and carelessly, drives car the same as Ahmet and has an accident, Ahmet starts to drive slowly and carefully, while another driver, Hüseyin may start to drive slowly and carefully after three of his friends have an accident.

5. Capacity of Self-Regulation: One of the basic principles of Social Learning Theory is that people have the capacity of controlling, influencing and directing their own behaviours. People themselves organize a lot of behaviours about how much they will talk, how much and when they will eat, the obligation to do homework. Although learning may occur by means of observing others, people themselves are responsible for their own behaviours. Self-regulation maintains that people adjust their behaviours to the rules they themselves set, and after displaying the behaviour, to review the behaviour to see if it is suitable or not and then decide if they will take it as a model or not³⁵.

For example; a student with a high level of self-regulation decides to do his homework first when he comes home, and then to play computer games for a limited period of time, and really implements his decision.

6. Capacity of Self-Judgement: It defines the fact that people can make personal judgements about themselves and model behaviour. Previous experiences and observations play an important role for the behaviour to see that they think or explain. People can do self-control and test the suitability and sufficiency of their thoughts through looking at the results of their behaviours. In other words, an individual who can make self-evaluation realize a more efficient learning by means of meeting deficiencies and correcting mistakes. This capacity is called self-sufficiency.

Self-Sufficiency: It is called self-judgement of an individual about organizing activities necessary for displaying a certain performance and doing this successfully. In short, it is the perception of sufficiency constituted by an individual about carrying out a certain action. According to Bandura, performance (behaviour) requires a certain sufficiency. The perception of self-sufficiency can be composed of these four basic factors:

1. Information gained by the individual as a result of his/her behaviours directly
2. Indirect experiences (Experiences of models resembling the observer)
3. Verbal persuasion (inspiration, encouragement, advice, suggestion)
4. Psychological situation (skill, belief, stress, anxiety)

SOCIAL LEARNING THEORY IN EDUCATION

According to social learning theory, the basic factors that affect learning are qualities of observer or the one who models, qualities of the individual who is observed or taken as a model, and the qualities of the behaviour which is observed or taken as a model. Because of this reason, the points stated below should be taken into consideration in order to be more successful in education and to ensure a more efficient education:

- Individuals can also realize learning indirectly, and the models that are observed are mostly prestigious, high-status and powerful people.
- Especially children imitate individuals who they take as a model. Because of this reason, the individuals who are taken as a model (teacher, parents) should display desirable behaviours in order to have children display desirable behaviours.
- Desirable behaviours should be reinforced in class and students should be made to notice that those students who display desirable behaviours are reinforced.
- It should be kept in mind that behaviours rather than words are influential in modeling; there should be consistency between words and behaviours.
- Aggressive behaviours can be easily and quickly acquired through modeling.

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- Especially the social and physical atmosphere of the class should be organized in a way that desirable behaviours attract attention while undesirable behaviours are avoided.
- According to social learning theory, verbal symbols are used in individuals' keeping in mind process. Because of this reason, activities that pay attention to verbal skills should be included in the lesson.
- Students should not be expected to display performance about their skills and when this occurs, it should be kept in mind that this performance is temporary since it results from obligation, coercion, etc.
- According to social learning theory, internal reinforcers are more influential than external reinforcers. Because of this reason, students should be supported and maintained to motivate themselves.
- Self-sufficiency plays an important role in an individual's self-trust and displaying desirable behaviour. So, teachers are expected to increase students' level of self-sufficiency and thus help them.

SUMMARY

- Social Learning Theory is accepted to be one of the Cognitive Dominant Behaviorist Theories because it has some qualities that overlap with behaviorist theories as well as some cognitive qualities.
- Although concepts such as learning through modeling and observation were first put forth by Julian Rotter with the name of "Social Learning Theory," the name that first comes to mind when Social Learning Theory is mentioned is Albert Bandura.
- Bandura claims the idea that concepts of "imitation, observation and modeling" are basic concepts in learning. However, cognitive processes are also included in the process, and the individual receives and processes his observations as mental information. In this case, learning can also occur without imitation.
- There are some similarities between behaviorism and Social Learning Theory coming to the fore with Bandura who criticized Behaviorist Theory in many ways.
- Social Learning Theory criticizes Behaviorist Approach in terms of three main points.
- There are three significant differences in social learning theory in line with this criticism.
- According to Bandura, human behaviours are explained not only through forming by reinforcement but also through mutual interaction of cognitive, behavioral and environmental factors.
- Learning occurs in three different ways in social learning theory, which is a theory that grounds on interpersonal social communication. These are observational learning, learning through modeling and indirect learning.
- These products that are learnt through observation require a certain process. Since learning does not occur suddenly, observational learning is composed of four consecutive important processes. These are processes of paying attention, retention, creating behaviour and motivation.
- There may be three different types of reinforcement and these are indirect reinforcement, external reinforcement and internal reinforcement.
- Individuals take people who look like themselves as a model in order to learn behaviours and they observe how they do different behaviours. This interaction that takes place during this observation depends on some basic features of individuals. These are age, gender, character, similarity and status.
- Individuals are influenced by various people and words, take them as a model and include them in their lives throughout their lives from childhood to old ages. In this context, there are three types of modeling which are live models, symbolic models, and verbal instructions.
- Bandura explains functions of taking as a model in three different ways, which are reaction facilitation, abstention/non-abstention and observational learning.
- In social learning theory, indirect experiences are divided into two as indirect reinforcement, indirect punishment, indirect motivation and indirect sensuality.
- When Social Learning Theory is studied, there are some important principles. Bandura explains these principles under six headings, which are Mutual Decisiveness, Capacity of Symbolization,

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Capacity of Foresight, Capacity of Indirect Learning, Capacity of Self-Regulation and Capacity of Self-Judgement.

- According to social learning theory, the basic factors that affect learning are qualities of observer or the one who models, qualities of the individual who is observed or taken as a model, and the qualities of the behaviour which is observed or taken as a model.

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