

Rebeca Cerezo  
Department of Psychology  
University of Oviedo

# TOPIC 3

## Socio-affective



# MAIN AGENTS THAT INTERACT WITH THE STUDENT

- **Four** main factors:
  - The self and the identity
  - Family:
    - Socializing agent
    - Loss of significance
  - Friends
  - Teacher

# The self and identity

- Process of **self-definition** that involves establishing **coherence of thoughts, emotions and behaviors** in a situation or between two relationships.

# The self and identity

- **A multiple self**
- **The unreal and ideal self**
- **Self-esteem:**
  - **11 years old: begins to decrease**
  - **13 years old: reaches its lowest point**
  - **Transition from primary to secondary school: less support and more requirements**
  - **Impact of puberty on body image**



# Family



- Gradual reduction of the influence of adults.
- **Intergenerational gap:** distance between the values and behaviors of young people from those of their parents and other adults.

# Family

- The **intergenerational gap**: is it greater among students and their parents or between students and adults in general?
  - Political ideology
  - Religion
  - Attitudes about sex
  - School performance
  - Consumption of drugs

# Family

- Who believes that the generation gap is smaller among young people and adults?  
Parents ? or Children?
- Why?
  - Lasting changes
  - Forming identity



# Friends

- **Peers relationships:** vital part of the transition from childhood to adulthood (final stage of elementary school)
- Prominent roles in the relationships with peers and close friends:
  - Regarding the physical changes.
  - Transition from primary to secondary education.
  - Mirror to check the self-image.
  - “Echo chamber” of attitudes, values or views: early critical thinking.



# Friends

- Pressure (positive and negative) from the group of friends:
  - Starts to appear > increases at the beginning of adolescence > decreases
- Avoiding parents vs. peers
- Special problems:
  - Drug abuse
  - Delinquency
  - Behavioral disorders
  - Eating disorders
  - Bullying, etc.

## **Socio-affective variables: FRIENDS**

### **Girls and boys: peer group but with differences**

- Building relationships with the other sex is an essential phase of the transition from adolescence to adulthood. If not produced, it is a bad sign.
- The peer group acts as a "gateway" to love affairs:
  - It provides security.
  - It provides witnesses: personality, attraction test, etc.

## Socio-affective variables: **FRIENDS**

Girls and boys: peer group but with differences

Inattention

voluntary  
sexual  
segregation

Transition

Intimate  
relationships

## Practice: Topic 3. Socio-affective development

### Typical impressions of girls and boys

**At 11 years** "Boys are a kind of disease"

**At 13 years** "Boys are stupid, but they are important to us"

**At 15 years** "Boys are weird: They hate you if you are ugly and intelligent but they love you if you are pretty but dumb"

**At 16 years** "Boys show a nice change after being with girls"

## Practice: Topic 3. Socio-affective development

### Typical impressions of girls and boys

At 11 years

“Girls are like a needle stuck in the side ”

At 13 years

“Girls are big enemies”

At 15 years

“Girls are the main target”

At 16 years

“Girls have good points and bad points, fortunately, the good outweigh the bad”

# Teachers

- Teachers:
  - Do they treat all students equally?
  - Should they treat each student differently?
  - Do they expect the same from everyone?
  - Can this affect student learning? In which way?
  - Any examples?

# What is the Pygmalion Effect?

# Teachers

## **Pygmalion effect:**

Event by which a person gets what he/she had previously decided to achieve because of the belief that he/she could accomplish it.



*" Expectations and predictions of teachers about how students are going to behave, determine the behavior that teachers expected"* (Rosenthal y Jacobson).

- "People take a role based on others, and end up believing it is their own"
- "We are what others expect us to be"

# Teachers

- **Self-fulfilling prophecy** is a prediction that, once made, is itself the cause of it becoming reality.
- **Self-frustrated prophecy** is a prediction that, once made, is itself the cause of which does not come true.

*“If a situation is defined as real, the situation has real effects”*

**Thomas Theorem, 1928**

- Looking for a real example in the real world, or your real world:
  - A self-fulfilling prophecy
  - A self-frustrated prophecy



- **Positive** Pygmalion effect - CONSTRUCTIVE:
  - It produces a positive effect on the subject and reinforces the aspect on which the effect occurs, causing an increase in the self-esteem of the subject.
- **Negative** Pygmalion effect - DESTRUCTIVE:
  - It produces a decrease on the self-esteem of the subject and the decrease or disappearance of the aspect on which the effect occurs.



# Teachers

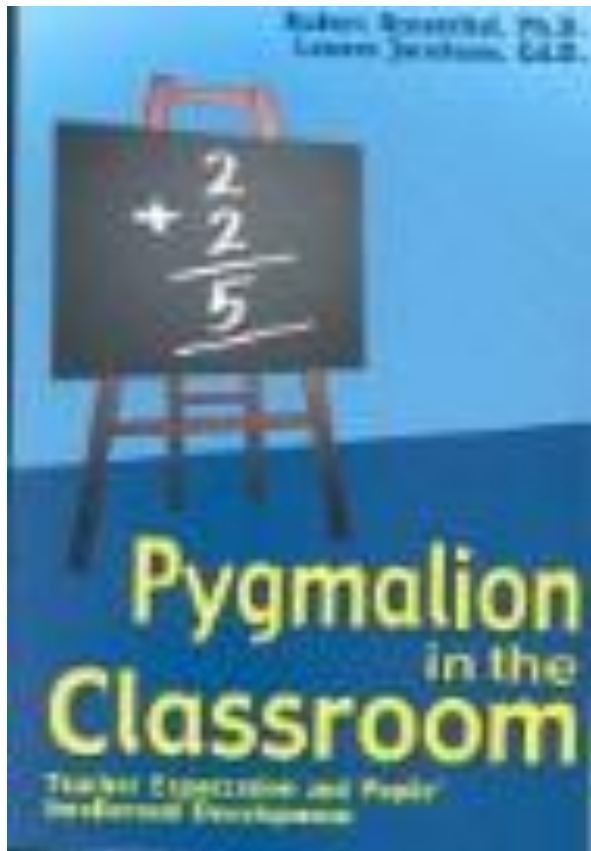
- **Teachers**

- Formulate expectations about the behavior of different students in the class
- They treat students differently according to these expectations
- Should they treat them all in the same way? Or differently?

- **Students**

- If they are treated in a different way, they will respond differently
- They confirm the expectations of the teachers

- Believing strongly in a fact.
- Having the expectation that the goal is going to be achieved. *Affective component*
- Adding messages that encourage its achievement. *Verbal / behavioral component*
- There are dependency relationships. *Social component*



# Pygmalion in the Classroom: Teacher Expectation and Pupil's Intellectual Development

Robert Rosenthal, Lenore Jacobson, 2003

\*Sánchez Hernández, M., & López Fernández, M. (2005) *Pigmalión en la escuela*. Editorial Universidad Autónoma de la Ciudad de México. México D.F.

\*Meirieu, P. (1998) *Frankenstein educador*. Laertes S. A. Barcelona.