



## The Extent of Observational Learning among Primary School Pupils in Obio-Akpor Local Government Area of Rivers State

Dr. Glory N Amadi<sup>1</sup>, Peace C Ihunwo<sup>2</sup>

<sup>1</sup> Department of Educational Psychology, Guidance and Counselling, University of Port Harcourt, Port Harcourt, Nigeria

<sup>2</sup> Rivers State Ministry of Education, Port Harcourt, Nigeria

### Abstract

The researchers investigated the extent to which primary school pupils in public primary schools in Obio-Akpor local government area acquired social skills and behaviours through observational learning approach. The sample of the study consisted of 550 of the pupils drawn through stratified random sampling. Data for the study were generated with researchers' made instrument tagged: Observational Learning Questionnaire for Children's Social Skills (OLQCSS). Two research questions and one null hypothesis were formulated for the study. Data were analysed with frequency, mean and t-test statistics. The result showed high extent of learning of social skills by pupils through observation and imitation. The study also revealed no significant gender difference in the extent of learning of social skills through observation and imitation. Recommendations were thus made, that models in our society who have displayed high level integrity should be celebrated and their relevant contributions should find a place in the school curriculum and textbooks; role play, demonstration, simulation and dramatization as teaching methods should be encouraged at the primary school levels; teachers should present themselves as ready models to the children in areas like hand writing, mannerisms and attitudes; parents and older siblings of school children should also show desirable behaviours before children, who are apt in copying what they see adults do.

**Keywords:** observational learning, social skills, observational learning theory, imitation, behaviour

### Introduction

One major concern of educational psychologists is to determine the process of learning a new behaviour in children and how learned behaviour can be strengthened and sustained (Oladele, 1989) [12]. There are however different theories of learning. Each of them provides a framework to explain the process and patterns of learning. The observational learning theory is one of the approaches of learning. A major proponent of the observational theory of learning is Albert Bandura (Gazzaniga & Heatherton, 2003). Bandura performed a series of experiment to prove the efficacy of observation and imitation. In one of his experiments as reported in Passer and Smith (2004) [13], "most children who watched an aggressive model attack a Bobo doll later imitated that behaviour"

Observational learning occurs when through watching and imitating the behaviour of another person(s), one learns to act the same way the observed person behaved. According to Gazzaniga and Heatherton (2003), observational learning occurs when behaviours are acquired or modified following exposure to others performing the behaviour. The process of observational learning is called modelling. According to Myers (2001) [11], humans learn social behaviours observing and imitating models. He further stated that all that we humans do such as habits, fashion, traditions, habits, vices, etc, all spread as we imitate each other. In other word, people both influence and are influenced by the world around them- the human actions and inactions, as well as the consequences of the actions and inactions.

Researchers on observational learning have noted that the first and most natural pattern of learning is learning by observation. Children are said to be at the mercy of things they are exposed to. Whatsoever you want them to start

doing, all you do is to expose them to that behaviour given that the child's mind is a tabula rasa. According to Myers (2001) [11], to persuade children to read, read to them and surround them with books and people who read the books. All other social behaviours and creative skills such as smoking, carving, walking style, drawing, eating manners etc. can be learned by imitation and observation. Further studies have also shown that children are most likely to imitate people they admire than those they don't like (Myers, 2001, Passer & Smith, 2004) [11, 13]. Interestingly, the informal education setting which was indigenous to different societies had parents, community elders, age grade and relations as models and teachers (Edinyang, 2016) [3]. Children exposed to pro-social models easily flow in well doing. If the model teaches, the child will mimic teaching, even if he has to do it with dolls. Those whose parents often use microphone in their presence (pastors and public speakers) will always pick objects or sticks to use as a microphone. Constant viewing of football on television has also influenced the behaviour of playing football. Conversely, those unfortunately exposed to anti-social behaviours are in the same manner influenced to copy those ill-behaviour patterns. Children of parents who fight consistently in their presence copy the behaviour and manifest it when they get married. The same is applicable to children of parents that smoke and drink alcohol (Myers, 2001, Passer & Smith, 2004) [11, 13]

In school, children are admitted with different learned behaviour. It is very pertinent for teachers to appreciate the efficacy of observational learning. Also, it is certain that character moulding is one of the aims of education and supports the usual parlance that those graduating from one level of education to another should be found worthy both in

character and in learning. Parents and other people need to understand that their actions and inactions impact greatly on the social environment. This is because observational learning goes on constantly both in formal and informal settings. If the children are not adequately monitored and environment arranged, children will simultaneously learn desirable and undesirable behaviours. More so, there are some learning materials that are learned better and faster when they are presented for observation hence the need to use them to make the children unlearn some of the anti-social behaviours they display in the classroom. Most social skills and behaviours acquired by children were undoubtedly learned through observational learning.

### Conceptual and theoretical clarifications

**Observational Learning:** Observational learning is simply the change in the behaviour of an individual which occurs after the individual has viewed the behaviour of a model. Observational learning is the tendency of an individual (child) to reproduce the behaviour of a model (Vikoo, 2003)<sup>[19]</sup>. It draws its bases from the fact that the observer's behaviour can be affected through imitation of the positive or negative behaviour displayed by the model. Observational learning has been found to have significant implications in education, economic and social spheres of life especially as a channel through which culture is transmitted across individuals and across generations (Rosenthal and Zimmerman in Saez, 2015). The most striking thing about observational learning is that it goes both positively and negatively depending on the kind of exposure the child receives. The main idea is that people learn from their interactions with others in a social context. Myer (2001) posited that both pro-social and anti-social behaviours can be acquired through observation and imitation. To ensure the effective process of imitation, the modelled behaviour has to be consistent. Also, to encourage imitation of pro-social behaviours, models or those who show the behaviours should be rewarded, while punishment should be meted to those that exhibit or learn negative behaviours. That is to say that reinforcement and punishment are means of regulating the process of observational learning. This phenomenon is termed vicarious learning. This type of learning occurs when someone observes the consequence of others' behaviour, whether it is rewarded or punished. If the behaviour attracts reward, it will be copied and if negative, it will be avoided (Gazzaniga and Heatherton, 2003).

**Social Skills:** Social skills are abilities, skills and behaviours that allow a person to interact and to act appropriately in a given social context/situation. Philip in Little, Swangler and Akin-Little (2017) defined social skills as the interactions between a person and his/her environment and his ability to begin and sustain an interpersonal relationship. It involves learned behaviour that necessarily requires interactions with others which enables individuals to function competently at social task. Social skills can further be described as a complex ability that could produce behaviour that will be punished by others (Elliott and Gresham in Beheshtifar & Norozy, 2013)<sup>[2]</sup>. Reinforcement in terms of success and acceptance is what makes social skills a positive societal value and does not include anti-social skills. Examples of positive social skills include conversation, friendliness, cooperation, good

sportsmanship, coping/disposition to bullying, role play, survival etc.

Social skills are one of the important skills children and adolescents develop as they often serve as predictors of future success (Luke, 2018)<sup>[7]</sup>. As a social being, children and adults need social skills to find their way through life as they relate and exchange ideas/knowledge on daily basis. From birth, babies spend almost every waking minute developing their first relationship with parents and close family members and this constitutes part of the learning process, e.g. learning to trust. But failure to adequately address challenges related to social skills and interaction as a child grows up may negatively impact on the child's interaction, academics and ability to thrive as adults.

Whether at home, school or larger society, acquiring social skills encompasses the teaching by adults, peers and learning by children manners that will help them develop into moral, civic, well mannered, well behaved, non-bullying, health, successful, traditional, complaint or socially acceptable beings; all of which are the focus of character education. This enables the individual to learn and to take his/her place in the social network of relationships. The school may be seen as another appropriate place to teach and learn common attitudes, beliefs and behaviours that are important for children to be responsible citizens since character education is integral to the educational enterprises (Edmonson, 2009)<sup>[4]</sup>

**Observational Learning Theory:** The observational learning theory also referred to as the social learning theory was first put forth by Albert Bandura in 1977. According to Bandura (1977),<sup>[1]</sup> people can learn new behaviours by observing others without direct reinforcement as held by the behaviourists. He proposed two types of observational learning: (a) Imitation- the reproduction of a modelled behaviour, and (b) Vicarious learning- learning from observing the consequences of others behaviour, whether they are reinforced or punished (Taylor & De-Quinzio, 2012)<sup>[18]</sup>. The theory emphasizes reciprocity which occurs when someone takes action and the action has an impact on the environment especially the social environment.

There are four steps/stages of observational learning (Bandura, 1977)<sup>[1]</sup>. These steps are: attention phase, retentions phase, reproduction phase and motivational phase. At the attention stage, the observer attends to the model's behaviour with keen interest. The retention stage is when he/she strives to store the information in his memory for future use. The third stage is the reproduction stage when the information is retrieved for use and finally the motivational stage when effort is made to perform and sustain behaviour that has already been acquired (Passer and Smith, 2004)<sup>[13]</sup>. However, the last stage also known as the consequence phase depends on the reinforcement the observer gets for imitating the model's behaviour.

### Statement of Problem

Most social skills whether pro-social or anti-social; and behaviours whether desirable or undesirable, acquired by children are undoubtedly learned through observational learning. There indeed several social vices and anti-social behaviour such as gangsterism, stealing, lying and bullying which children acquire from home and through other interactions from the larger society which ply out at the primary schools. Security threats perpetrated by young

people in some part of Rivers State are outcomes of observational learning and imitation which are exhibited at the expense of pro-social and desirable behaviours. This study is designed to determine the extent social skills and behaviours like footballing, greeting, dressing styles, polite responses, obedience, cooperation, table manners, praying, etc. were learned through observation and imitation.

**Research Questions**

Two research questions were answered.

1. What is the extent to which selected social skills and behaviours were acquired by observation and imitation?
2. What is the mean difference of male and female pupils who acquired the selected social skills and behaviour through observation and imitation?

**Hypothesis**

One null hypothesis was formulated and tested at .05 level of significance.

Hypothesis: There is no significant difference in the mean rating of male and female pupils in the extent of acquisition of social skills and behaviours through observation and imitation.

**Results**

**Table 1:** Frequency and mean of extent of acquisition of social skills and behaviour through observation and imitation

S/No	Social Skills Learning Items	SA	A	D	SD	Mean	Cut of Mean	Result
1	I liked football after watching football stars.	188	232	109	21	3.07	2.5	Agree
2	I learnt how to greet by watching others greet.	222	248	60	20	3.22	2.5	Agree
3	My mum/dad entertains guests that is why I like to help friends in need.	268	272	10	-	3.47	2.5	Agree
4	I copied the habit of politeness from my mum.	248	202	70	30	3.21	2.5	Agree
5	I learnt to be obedient from my elderly ones.	191	321	29	9	3.26	2.5	Agree
6	I follow the way my parents eat.	82	297	143	28	2.79	2.5	Agree
7	I learnt how to be clean as I watch my parents.	276	221	42	11	3.39	2.5	Agree
8	As I watch my mother prepare tea, I learnt how to prepare tea.	283	267	-	-	3.51	2.5	Agree
9	From observing my mum/dad cooperate, I became friendly to my classmates.	236	234	48	32	3.23	2.5	Agree
10	I like walking the way my teacher walks.	62	131	245	112	2.26	2.5	Reject
11	The way I dress is the way mum or dad dresses.	48	171	214	117	2.27	2.5	Reject
12	I like praying the way my pastor prays.	186	250	67	47	3.05	2.5	Agree
13	I dance the way my mum/dad dances	98	150	237	65	2.51	2.5	Agree
14	I study the way my mum/dad studies	46	82	289	133	2.07	2.5	Reject
15	I copied the way somebody smiles	53	108	283	106	2.20	2.5	Reject
16	I followed my friend to start telling lies.	50	98	210	192	2.01	2.5	Reject
17	I learnt to speak like somebody in the TV.	107	204	190	49	2.67	2.5	Agree
18	As I watch somebody draw, I learnt how to draw.	255	183	78	34	3.20	2.5	Agree
19	I learnt to maintain my body hygiene from my elderly ones.	198	303	28	21	3.23	2.5	Agree
20	I learnt to fight from a TV fighting film.	90	137	185	138	2.33	2.5	Reject
21	I learnt dancing from watching dance video.	231	184	61	74	3.04	2.5	Reject
22	I copied the handwriting of my mum/dad	36	53	325	136	1.98	2.5	Reject
23	I frown like my teacher when I am angry.	22	33	330	165	1.84	2.5	Reject
24	I like praying the way my mum/dad pray.	145	329	66	10	3.12	2.5	Agree
25	I like the way my teacher speaks, and I copied him/her.	195	177	117	61	2.92	2.5	Agree
26	I talk when I am permitted to as I learnt from my teacher.	255	208	75	12	3.28	2.5	Agree
27	I do leave my homework undone like my friend in our compound.	73	74	191	212	2.01	2.5	Reject

Table 1, showing the extent of learning social skills and behaviours through observation and imitation revealed that with the mean scores of 3.51, 3.47, 3.39, 3.28, 3.26, 3.23, 3.22, 3.21, 3.20, 3.12, 2.07, 3.05, 3.04, 2.92, 2.79, 2.67, 2.51 which are above the cut of mean children and pupils acquitted social skills of preparation of tea, helping others in need, cleanliness, talking when permitted, obedience,

imitation.

**Method**

A sample of 550 pupils drawn from eight primary schools out of a population of 54 primary schools in Obio-Akpor Local Government Area of Rivers State using the stratified random sampling technique. Researchers' made instrument tagged: 'Observational Learning Questionnaire for Children's Social Skills (OLQCSS). It was used to elicit information from the respondents (pupils). The instrument had two parts: part one sought information on sex and age while part two consisted of 27 items designed to elicit a response from the respondent on the extent the social skills and behaviours were acquired through observation and imitation. The items were structured in 4-point modified Likert-type of the scale of strongly agree, agree disagree and strongly disagree, coded as 4,3,2 and 1 respectively. The instrument was validated by experts in educational psychology, measurement and evaluation. They scrutinized the items of the instrument to determine its face and content validity. Frequency, mean, standard deviation and t-test were used to analyse the data.

cooperation, body hygiene, greeting, politeness, drawing, praying, watching football, dancing, speaking, eating and writing. Out of 27 items on learning social skills from different models' respondents accepted learning 18 which represented 67% meaning to a high extent. Nine other items were rejected since they have mean scores less than 2.5.

**Table 2:** Frequency, mean and mean difference of male and female pupils' acquisition of social skills and observation through observation and imitation

S/No	Social Skills Learning Items	Gender	SA	A	D	SD	Std. dev.	Mean	Mean difference	Result
1	I liked football after watching football stars.	M	121	99	109	21	0.49	3.55	0.20	SA
		F	67	133				0.85		2.75
2	I learnt how to greet by watching others greet.	M	78	92	40	10	1.62	3.08	0.24	A
		F	144	156	20	10	0.72	3.32		A
3	My mum/dad entertains guests that is why I like to help friends in need.	M	143	67	10	-	0.57	3.60	0.22	SA
		F	125	205	-	-	0.48	3.38		A
4	I copied the habit of politeness from my mum.	M	88	100	21	11	0.81	3.20	0.02	A
		F	160	102	49	19	0.91	3.22		A
5	I learnt to be obedient from my elderly ones.	M	100	101	10	9	0.61	3.33	0.11	A
		F	91	220	19	-	0.54	3.22		A
6	I follow the way my parents eat.	M	35	129	47	9	0.72	2.86	0.12	A
		F	47	168	96	19	0.77	2.74		A
7	I learnt how to be clean as I watch my parents.	M	121	79	20	-	0.65	3.46	0.12	A
		F	155	142	22	11	0.75	3.34		A
8	As I watch my mother prepare tea, I learnt how to prepare tea.	M	93	127	-	-	0.50	3.42	0.16	A
		F	190	140	-	-	0.50	3.58		SA
9	From observing my mum/dad cooperate, I became friendly to my classmates.	M	110	78	20	12	0.85	3.30	0.12	A
		F	126	156	28	20	0.82	3.18		A
10	I like walking the way my teacher walks.	M	31	8	134	47	0.70	2.10	0.26	D
		F	31	123	111	65	0.90	2.36		D
11	The way I dress is the way mum or dad dresses.	M	14	44	99	63	0.86	2.04	0.39	D
		F	34	127	115	54	0.88	2.43		D
12	I like praying the way my pastor prays.	M	91	71	30	28	1.03	3.02	0.04	A
		F	95	179	37	19	0.79	3.06		A
13	I dance the way my mum/dad dances	M	44	44	104	28	0.95	2.47	0.07	D
		F	54	106	133	37	0.86	2.54		A
14	I study the way my mum/dad studies	M	22	30	121	47	0.85	2.12	0.08	D
		F	24	52	168	86	0.84	2.04		D
15	I copied the way somebody smiles	M	26	80	84	30	0.87	2.46	0.44	A
		F	27	28	199	76	0.80	2.02		A
16	I followed my friend to start telling lies.	M	13	49	72	86	0.92	1.95	0.10	D
		F	37	49	138	106	0.96	2.05		D
17	I learnt to speak like somebody in the TV.	M	44	82	66	28	0.94	2.65	0.04	D
		F	63	122	124	21	0.85	2.69		D
18	As I watch somebody draw, I learnt how to draw.	M	107	76	37	-	0.74	3.32	0.20	A
		F	148	107	41	34	0.98	3.12		A
19	I learnt to maintain my body hygiene from my elderly ones.	M	66	144	10	-	0.53	3.25	0.04	A
		F	132	159	18	21	0.81	3.21		A
20	I learnt to fight from a TV fighting film.	M	60	62	50	48	1.10	2.61	0.47	A
		F	30	75	135	90	0.92	2.14		A
21	I learnt dancing from watching dance video.	M	87	75	23	35	1.07	2.97	0.11	A
		F	144	109	38	39	1.01	3.08		D
22	I copied the handwriting of my mum/dad	M	21	13	120	66	0.86	1.95	0.05	A
		F	15	40	205	70	0.72	2.00		A
23	I frown like my teacher when I am angry.	M	7	15	112	86	0.72	1.74	0.17	D
		F	21	18	218	79	0.68	1.91		D
24	I like praying the way my mum/dad pray.	M	45	130	35	10	0.74	2.95	0.26	A
		F	100	199	31	-	0.59	3.21		A
25	I like the way my teacher speaks, and I copied him/her.	M	75	90	28	27	0.98	2.97	0.08	A
		F	120	87	89	34	1.20	2.89		A
26	I talk when I am permitted to as I learnt from my teacher.	M	110	66	44	-	0.78	3.30	0.03	A
		F	145	142	31	12	0.78	3.27		A
27	I do leave my homework undone like my friend in our compound.	M	31	32	89	68	1.00	2.12	0.17	D
		F	42	42	102	144	1.03	1.95		D

Average Std. Dev. and Mean (Male/Female)0.52/0.68 2.81/2.77

In table 2, the mean difference of the male and female children and pupils across social skills and behaviours they learned by observation and imitation range from 0.03 to 0.47. The male and female children and pupils differ in the acquisition of the following skills: watching football

(strongly agreed and agreed); helping others in need (strongly agreed and agreed); preparing tea (agreed and strongly agreed); handwriting (disagreed and agreed) and fighting (agreed and disagreed).

**Table 3:** t-test of difference in mean rating of male and female pupils’ extent of acquisition of social skills and behaviours through observation and imitation

Gender	N	$\bar{X}$	Std Dev	df	t-cal	t-crit	Result
Male	220	2.81	0.52	548	0.04	1.960	Not significant
Female	330	2.77	0.68				

From table 4.3, the t-calculated (0.04) is less than the t-critical (1.960) at 0.05 significance level for df = 548, and the null hypothesis is accepted. There is no significant difference in the mean rating of male and female pupils on the extent of acquisition of social skills and behaviour and imitation.

**Discussion**

Result of the study revealed a high extent of acquiring social skills and behaviours through observation and imitation as demonstrated by pupils in the primary schools in Obio-Akpor local government area. The children affirmed that they learnt more than half of the selected social skills and behaviours, but precisely 67 percent which is to a higher extent. They showed general evidence of learning by observation in sports, greeting, cooperation, table manners, cleanliness/hygiene, religious practices and writing. Those social skills that received no affirmative responses may have been learnt by other ways which are not mentioned in the instrument. Meltzoff (1999) [10] concluded that human acts are, especially relevant to infants because they are most times attractive to the infants. The results do not actually reveal whether the children exhibit these skills and behaviours. For example, the pupils might have learnt to fight by intuition as a self-defence mechanism. Thus, there are several avenues pupils learn by observation and imitation. Paterson (2004) [14] found out that videotaped models have been very effective in both skills acquisition and generalization.

Another result showed a minimal mean difference between male and female children/pupils’ acquisition of social skills and behaviour through observation and imitation. On average, the mean difference ranges from 0.03 to 0.47 which is very negligible. This is because the male and female pupils employ gender and selective attention towards what they feel are male and female role, thus their imitation of models helped them in sex role development. Examples include footballing and fighting which appear to be mainly associated with the male while politeness is for the female. The results buttressed the fact that children tend to imitate models of the same sex more than the opposites as confirmed by Perry and Bussey (1979) [15].

The last result shows that there is no significant difference in the mean rating of male-female pupils in the extent of acquisition of social skills and behaviour through observation and imitation. This indicates that in the items contained in the instrument including gender role-related items, the male and female pupils did not show much difference in that line. On a general note, the existing difference is very insignificant, thereby playing down on learning based on gender role development. The result slightly agrees with McLead (2016) [9] that children copy and imitate behaviours they have observed previously regardless of whether the behaviour is gender appropriate or not.

**Summary and Conclusion**

Children and pupils learn a lot of social and interpersonal skills from the environment starting from cradle at birth to adolescence. Adults are not left out as they also learnt from people they associate with. As children, the learning or skills acquired through interaction is always by observing others and relating the reinforcement and punishment to their actions/inactions. Based on the above, it is common to find children replaying the behaviour of their parents and other people whom they have observed and retained the associated reinforcement to their behaviour. Therefore, the extent to which children can give attention to and imitate pro-social and anti-social behaviour is highly unthinkable. The global village which the world has turned to be through hi-tech communication tools is really a threat to the gender role development most African societies have preserved from time immemorial, as children now give attention and copy behaviours that were considered gender inappropriate, and this has narrowed the gap between male and female role play. Children imitate models of interest without regard to gender.

**Recommendations**

1. Government arms and their respective agencies should effectively enforce the laws by punishing offenders so that up-coming younger generations do not go the way of offenders.
2. Models in our society who have displayed high-level integrity should be celebrated and their relevant contributions should find a place in the school curriculum and textbooks.
3. Roleplay, demonstration, simulation and dramatization as teaching methods should be encouraged at the primary school level.
4. Teachers should present themselves as ready models to the children in areas like handwriting, mannerisms and attitudes.
5. Parents and older siblings of school children should also show desirable behaviours before children, who are apt in copying what they see adults do.

**References**

1. Bandura A. Social learning theory. Englewood Cliffs, New Jersey: Prentice Hall, 1977.
2. Beheshtifar M, Norozy T. Social skills: A factor to employee’s success. International Journal of Academic Research in Business and Social Sciences. 2013; 3(3):74-79.
3. Edinyang SD. The significance of social learning theories in the teaching of social studies education. International Journal of Sociology and Anthropology Research. 2016; 2(1):40-45.
4. Edmonson S. Character education. Retrieved from <http://files.eric.ed.gov>, 2009.
5. Grazzaniga MS, Heatherto TF. Psychological science. New York: W W Norton & Company, 2003.
6. Little SG, Swangler J, Akin-Little A. Defining social skills. In J. L. Matson (ed.) Handbook of social behaviour in children. Autism and Child and Psychopathology Series. New York: Springer International Publishing, 2017.
7. Luke M. The importance of social skills: raising a

- socially intelligent child. Retrieved from, 2018, <http://www.goodtherapy.org>.
8. McDowell LS. Video modelling for teaching imitation to young children with autism: A treatment comparison and analysis of potential predictors of success. Retrieved from <http://digitalcommons.fui.edu/etd/2178>.
  9. McLead S. Bandura: Social learning theory. Retrieved from, 2016, <http://www.studypsychology.org>.
  10. Meltzoff AN. Born to learn: What infants learn from watching us. In N. Fox & J. G. Worhol (Eds). The role of early experience in infant development New Jersey: Pediatric Institute Publications, 1999, 1-10.
  11. Myers R. World education forum: Education for all 2000 assessment. Thematic studies: Early childhood care and development. Dakar-Senegal: UNESCO, 2001.
  12. Oladele JO. Guidance and counselling: A functional approach. Lagos: John-Lad Publisher Ltd, 1989.
  13. Passer MW, Smith RE. Psychology: The science of mind and behaviour (2<sup>nd</sup> ed.). New York: McGraw-Hill, 2004.
  14. Paterson CR. Using modelling for teaching social skills to children with autism: A literature review and effects of video modelling on the acquisition and generalization of play behaviour in children with autism. Retrieved from, 2004, [http://ro.ecu.edu.au/these\\_hons/362](http://ro.ecu.edu.au/these_hons/362).
  15. Perry DG, Bussey K. The social learning theory of sex differences: Imitation is alive and well. *Journal of Personality and Social Psychology*. 1979; 37(10):1699-1712.
  16. Saez M. Observational learning and parental influence. Retrieved, 2015, from <http://www.sv.uio.no>.
  17. Siegel H. Philosophy of education: History, problems, issues and task. Retrieved from, 2018, <http://www.briannica.com>.
  18. Taylor BA, De-Quinzio JA. Observational learning and children with autism. *Behaviour Modification*. 2012; 36(3):341-360.
  19. Vikoo B. Learning theories and instructional processes. Owerri: Springfield Publishers Ltd, 2003.