



A Study on Importance of Educational Psychology in Making Teaching-Learning Environment Congruent

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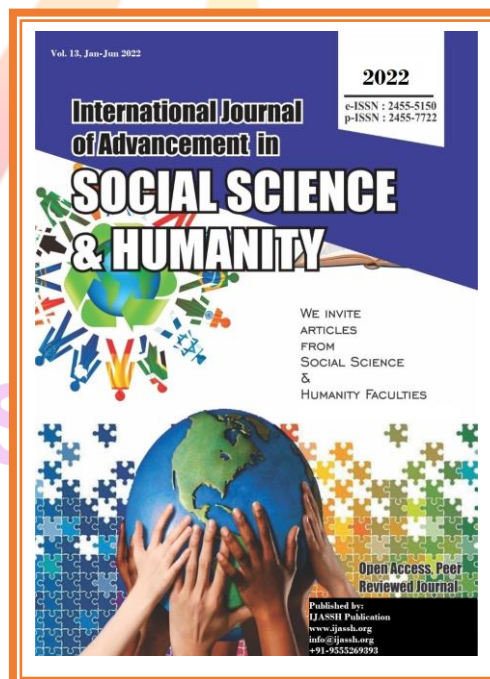
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ABSTRACT

In this research, we investigate how educational psychology can improve classroom dynamics. The paper's authors plan to zero in on the ways in which educational psychology has contributed to, and played a crucial role in, the development of productive classroom environments. As a branch of applied psychology, educational psychology focuses on how mental science might be put to use in educational settings. Improved learning is the consequence of a deeper comprehension of the students, the learning process, and the instructional strategies, as well as a foundation upon which to build the selection of suitable instructional methods, techniques, approaches, and instruments. Educational psychology aids educators in fostering productive classroom environments that foster student growth and development. Psychology in the classroom plays a crucial part in making education a pleasurable and engaging experience for all students. Just as conflict resolution techniques can be useful in the classroom, so too can they when it comes to instructing students.

Keywords: *Educational Psychology, Conducive Learning Environment, Critical Learners and Conflict Management Strategies.*

INTRODUCTION

In its broadest sense, psychology is the study of how people think and act in order to influence their behavior. Skinner The study of mind and behavior; the study of consciousness. "Psychology is the science of behavior and experience; the science of the adjustments that organisms make to their environment," write Fernald & Fernald (2004). To put it simply, educational psychology is the field of study that bridges the gap between the fields of psychology and education. Education is concerned with the scientific study of human learning, which encompasses both cognitive and behavioral aspects, and it makes use of psychological principles, laws, and techniques in the development of educational strategies, teaching-learning situations, results, and applications. When it comes to psychology, educational psychology is where things get interesting,

as stated by Skinner himself. It is a methodical study of how students' actions and attitudes in school can be influenced by a variety of factors, including the students themselves, their instructors, the materials they use, and the school's culture and policies. Educational psychology, as stated by Peel, "helps the teacher to understand the development of his pupils, the range and limits of their capacities, the process of learning, and the social relationships." It examines the various influences on education and presents tried and true methods for enhancing classroom practice. Teachers' efficacy can be improved with the help of educational psychology. Use both vocal and nonverbal means of reinforcing good behavior and correcting students' mistakes. Tell your students what you anticipate from them.

In the end we can summarize that educational psychology is related with an understanding of the following:

- The individual learner, his development, need, potentialities, interest and aptitude.
- The learning environment which includes group dynamics which foster learning by social interactions
- The learning process, its nature and the ways to make it effective.

The field of educational psychology is concerned with the study of human behavior in educational settings, from the perspective of the scientific study of these phenomena, and with the factors, principles, concepts, methods, and techniques that relate to the various aspects of learners' growth and development. It focuses on the conditions and methods that foster fruitful, enjoyable, and productive learning. It is the study of when, where, and what students learn. In educational psychology, the emphasis is on students and teachers using the classroom as a social platform for open dialogue and the free flow of ideas. The goal is to create an atmosphere that is conducive to learning, and a conducive classroom serves as a catalyst in creating such an atmosphere. Teachers should work to create a constructive classroom climate in which students work together to solve problems and learn, rather than against one another. Teachers should encourage their students to work together and ask questions until everyone has a firm grasp of the material. Teachers can foster an environment like this by fostering an atmosphere of trust, support, empathy, and mutual respect among students. Learners in such a setting are more likely to take an active role in the teaching-learning process because they have internalized the message that they will inevitably experience setbacks as they acquire new knowledge. Student

remember that "fail means first attempt in learning" as stated by Dr. APJ Abdul Kalam. Let's examine the proof that educational psychology can improve classroom conditions.

EDUCATIONAL PSYCHOLOGY CONTENT AND TEACHER EDUCATION

We conclude that the content that educational psychologists regard as foundational to their discipline is an essential part of teacher education after reviewing current documents that outline these components. Examples include the publication by the National Academy of Education of a body of knowledge and skills that educators must possess in order to be truly effective. Teachers need have deep "understanding of learners and how they learn and develop within social situations" in order to score well on evaluations. In addition, "knowing children, how they develop, and how they learn is crucial for effective education.... Teachers need to comprehend broad developmental progressions, as well as individual variances in development." The National Association for the Education of Young Children argued that all teacher education programs should provide candidates with a solid grounding in cognitive processing, metacognition, and motivation because these are the skills that all successful teachers possess. According to their findings, educators' knowledge of child growth, educational theory, and pedagogical evaluation makes them the most qualified to teach (they also noted pedagogical content knowledge, which is outside educational psychology). There is a correlation between having taken classes in these areas and a longer career in education (NAE, 2005).

Accrediting bodies for teacher education programs have also recognized the importance of the educational psychology content focus. In order to adequately educate applicants for the teaching profession, for instance, the National Council for Accreditation of Teacher Education (NCATE) mandates that teacher education programs meet certain standards. Standard One lays forth what prospective teachers need to know about the subject matter, as well as what they should know about how to teach the subject, how to teach pedagogy, and how to help all students learn (NCATE, 2008). Some of this information is clearly within the subject of conventional educational psychology programs, such as student learning, school and home environments, assessment, language acquisition, and cultural influences on learning. The Interstate New Teacher Assessment and Support Consortium's (1992) standards and, in many states, the requirements for obtaining a teaching license, cover many of the same ground. Pre-service teachers in other nations are held to comparable requirements before they are allowed to teach in their own classrooms.

Finally, in order to provide recommendations for practice based on psychological research, the Center for Psychology in Schools and Education at the Education Directorate has recently produced a collection of online modules tailored exclusively for in-service teachers. As a result of its efforts to incorporate "core psychological principles and knowledge to be used in setting standards for teacher licensing, certification, and the accreditation of teacher education," the National Council for Accreditation of Teacher Education (NCATE) and the National Association of State Boards of

Education (NASBE) have both endorsed the Center. In light of the changes discussed here and in the previous section, it stands to reason that educational psychologists and the courses they teach would assume a prominent position in programs that train future teachers. Unfortunately, it does not appear that way to us. If educational psychologists are to play a significant role in teacher preparation and ongoing professional development, we believe they must first overcome the obstacles we identify below.

CHALLENGES THAT EDUCATIONAL PSYCHOLOGISTS FACE CURRENTLY WITHIN TEACHER EDUCATION

There should have been more psychologists involved in teacher education programs and a greater recognition of the legitimacy of educational psychology courses since the late 1980s, when these changes were first implemented after extensive consideration and revision of many educational psychological offerings for pre-service teachers. However, there is scant evidence, both systematic and anecdotal, that this shift has actually occurred. The role of educational psychologists in training future teachers remains minimal, as suggested by anecdotal evidence. We argue that only some of the Division 15 committee's recommendations have been implemented, with the most notable being a shift in how educational psychologists present their subject matter to future teachers. Other important recommendations that have not been addressed sufficiently, in our opinion, include

(a) Communicating the relevance of educational psychology research to the wider education community,

(b) Developing collaborative relationships with colleagues in teacher education programs that support a common discourse and shared vision of effective teacher preparation, and

(c) Documenting the ways that educational psychology courses make a difference to the practice of graduating teachers and to the educational experiences of their K–12 students.

There has been a lot of worry expressed about these three things before and after the committee's recommendations. We, however, feel that the stakes are much higher now. At the time of this writing, there has been and continues to be a lot of pressure and criticism put on teacher education programs offered through universities. His remarks were made in the context of discussions of alternative certification programs like Teach for India, but he did not specify what these revolutionary changes may entail. The continued involvement of educational psychologists is especially at danger as teacher education programs struggle to restructure themselves once again. We have found that many of the most widely used instructional constructs, such as conceptual change, the zone of proximal development, and instructional scaffolding, are complex and can be easily misunderstood or trivialized by teachers who lack a solid grounding in the relevant field. We believe that a decrease in educational psychologists' involvement in teacher education will have significant negative consequences for teachers, teacher education programs, and,

ultimately, K-12 students, because educational psychologists contribute much of what is critical for teachers to know.

EDUCATIONAL PSYCHOLOGY FOR CONDUCTIVE TEACHING-LEARNING ENVIRONMENT

There is a lot of evidence in the literature that educational psychology can help create a positive classroom environment. Williams and Williams, for instance, investigated five factors crucial to boosting students' enthusiasm. You can think of them as the student, the instructor, the material, the procedure, and the setting. Each of these five factors may help or hamper a student's motivation. Teachers could keep tabs on themselves to gain insight into their own motivational theories and practices. According to Ames (1990), student motivation is an essential classroom outcome. According to research by Verma (1998), healthy conflict is possible provided it is controlled or directed properly. Teachers, in order to permanently settle conflict, must focus on the underlying issues rather than simply the symptoms. According to Jones's (2004) research, teaching students how to resolve conflicts gives them vital skills for fostering positive connections and creating a secure learning environment. According to research by Kember and Leung (2006), a well-designed classroom can inspire students to work hard without making them anxious. The theories of Piaget and Vygotsky were included into Blake and Pope's (2008) elementary school teaching methods. The results indicated that educational gains may be made by the kids. Both theories can be useful in the classroom. Cognitive and educational psychologists Dunlosky, Rawson, Marsh, Nathan, and Willingham (2013) looked

into simple learning techniques that could help students succeed. Research conducted by Bojuwoye, Moletsane, Stofile, Moolla, and Sylvester (2014) looked into the perspectives of students in both elementary and secondary institutions with regards to the accessibility and usefulness of supplementary educational resources. The findings showed that students had access to and made use of a wide range of educational resources, including those provided by their schools, teachers, and peers.

Academic, social, and emotional needs are met through the learning support's removal of obstacles, establishment of a safe and supportive learning atmosphere, boosting of learner confidence, and enhancement of academic achievement. In 2015, Sogunro looked into eight of the most influential drivers of higher education enrollment among working adults. Motivating elements include teachers who care about their students, courses that are up-to-date and relevant, efficient administration, regular feedback on student progress, opportunities for independent study, a supportive classroom setting, and helpful academic advising. The study's findings indicate that these eight elements significantly reduce or increase college students' motivation to study and succeed. Considering the aforementioned analyses, it is reasonable to conclude that educational psychology can be used to improve classroom settings. Let's check out how it can benefit students.

ROLE OF EDUCATIONAL PSYCHOLOGY IN MAKING CONDUCTIVE TEACHING-LEARNING ENVIRONMENT

Teachers are the creators of learning environments, as investigated by scholars such as Senge, Kleiner, Roberts, Ross, and Smith (1994). Students are less likely to put up conscious effort, significant thought, and strategic planning when they are fearful of failing (Turner, Thorpe and Meyer, 1998). The field of educational psychology is essential for making classrooms more comfortable and productive places to learn. Educational psychology's importance in creating a positive classroom atmosphere that encourages student retention and success in the classroom has become clear after reviewing the available research. The field of educational psychology known as "conflict management" examines how people make decisions and select the best course of action when presented with multiple conflicting options.

Conflict Management:

Conflict means mental state of indecision which is painful and unpleasant. This state of mind is not appropriate for individual. According to Fernald and Fernald "the tension or stress involved when satisfaction of needs is thwarted by equally attractive or unattractive alternatives." Generally there are three types of conflicts:

- Approach-Approach conflict
- Approach-Avoidance conflict
- Avoidance-Avoidance conflict

When two people are at odds with one another, it can be quite uncomfortable or even perplexing. It happens when an

individual has conflicting desires. Such desires are inherently incompatible with one another and hence cannot be completely fulfilled simultaneously. The person is stuck in a state of ambivalence since they can't decide which of their competing wants to pursue. As a result, he experiences emotional stress and becomes tight and restless throughout this time. Educators who have mastered the art of conflict resolution are better able to guide their students through challenging situations and encourage them to make decisions that are in their best interests. As a result, the educational experience for both the teacher and the student improves.

EDUCATIONAL PSYCHOLOGY AND TEACHING-LEARNING PROCESS

Educational psychology has contributed considerably in the creation of teaching-learning environment. It helps the teacher in the following ways:

1. Stages of Development: We know that before a person achieves maturity, they must go through a variety of developmental phases. Birth, early childhood, early adolescence, and adulthood are the four stages of life. Each phase is distinguished by its own unique qualities. Researchers in the field of psychology have analyzed at length the behaviors that are typical at each of these ages. Educationists benefit greatly from being able to design curriculum and determine appropriate methods of teaching-learning for learning at different stages because each stage is associated with a unique set of characteristics, attributes, and features regarding physical, mental, and emotional development. Teachers have a responsibility to foster a child's all-around development. In terms of

growth strategy, prioritizing one area over another is not a good idea. All of life's transitions, from birth to old age, should be in perfect rhythm with one another. Teachers who are well-versed in conflict resolution are better able to adapt their lessons to students of all ages and stages of development.

2. Know Your Learner: Scientists in the field of psychology work to identify generalizations in human behavior in order to better understand, predict, and shape individual and collective actions. Teaching and learning revolve around the student. Learners' interests, attitudes, aptitudes, creativity, intelligence, covert-overt behavior, motivation, and other acquired or innate capacities and abilities can be better understood with the aid of educational psychology. Aspiration level, conscious and unconscious behavior, individual and group behavior, conflicts, desires, and other aspects of mental health and hygiene are all aided by familiarity with these developmental stages, as are the social, emotional, intellectual, physical, and aesthetic needs that underpin them. This way, the instructor can better guide the student and cultivate a warm disposition toward the student.

3. Dealing with Diverse Learners: With the use of educational psychology, educators can better tailor their lessons to meet the needs of their students. The success of a student's education depends on the educator's familiarity with the many theories, practices, rules, and contexts that shape the field. After that, and only then, would he or she be able to implement corrective and diagnostic procedures in the classroom. This can be used to create a more productive classroom setting.

4. Knowledge of Individual Differences:

Individuals are all unique in their own ways. Students range widely in terms of IQ, IQ range, aptitude, attitude, interest, creativity, etc. Some students are gifted while others are underachievers, slow learners, or have learning disabilities. As a result, educational psychology aids educators in understanding their students' unique learning styles so that they may tailor their instruction accordingly.

5. Dealing with Special Needs Learners:

The term "special education" refers to individualized curricula created for students with exceptionalities. Children with special needs are the ones who would benefit most from modified lesson plans, a modified classroom setting, or a modified approach to learning. They might be kids with behavioral problems or those with physical impairments (juvenile delinquent). These kids are singled out so their educators can tailor their lessons to their specific needs. The educational services provided by educational psychologists are beneficial to these students.

6. Tackling Classroom Problems:

Truancy, bullying, peer pressure, cheating on tests, academic stress, academic anxiety, etc., are just some of the issues that can arise in the classroom. In order to help teachers, educational psychologists study group dynamics, behavioral patterns, conflict resolution, and adjusting to students with special needs. These strategies equip educators with the tools they need to resolve issues in the classroom, resulting in a more positive learning environment for students.

7. Suitable Methods of Teaching:

Educational psychologists are aided in

their quest for better methods of instruction by the findings and applications of educational psychology. Learn how play, theatre, skits, groups discussion, demonstrations, and multimedia enabled education may boost the teaching level, and how other creative ways can make learning an enjoyable activity.

8. Heredity and Environment of the Child:

Understanding that each child is a unique combination of genetics and upbringing is foundational to educational psychology. As so, they represent complementary aspects of the same whole. The interplay between a child's genes and their surroundings is crucial to the child's growth and development. The child inherits some characteristics from their parents, and through their interactions with their environment, these characteristics can be shaped to better suit the needs of the community.

9. Mental Health: The field of Educational Psychology aids educators by providing insight into student mental health issues and behavioral problems, as well as providing solutions to these problems. In addition to this, it helps the instructor better his own mental health so that he may cope with the problem in a productive manner.

10. Need Based Curriculum: The curriculum plays a crucial role in the educational process. Learning materials should be designed with the student's motivations and psychological requirements in mind. The role of psychology in the curriculum development decision-making process was examined by Syomwene, Kitainge, and Mwaka (2013). It lays the groundwork for comprehending the wants, perspectives, and methods of

instruction of students. The educational processes, resources, and exercises are all built upon this foundation. Teachers can benefit from educational psychology by providing suggestions to curriculum planners and administrators about how to create a well-rounded curriculum that meets the needs of a wide range of students.

11. Guidance and Counseling: Because each student has their own unique combination of psychological make-up, aptitude, interests, and learning style, they each require individualized guidance and counseling in order to succeed. Similarly, students are helped with any emotional, mental, intellectual, or professional issues that may go in the way of their schoolwork. Problem-solving skills can be taught, and then used by students to help them deal with real-world problems. Teachers can better help students deal with the challenges they confront in school with the aid of guidance and counseling services. Correctly advised and directed students usually know what to do and how to do it.

12. Assessment and Evaluation: The goal of assessment and evaluation is to use collected information to enhance classroom practices and curricula. When properly implemented, assessment can have a significant impact on students' ability to learn and their desire to do so. Structured on distinct educational objectives. Evaluating student progress is essential to making sure your lessons are effective. The methods of evaluation used will determine how the child's potentials will be assessed. Assessment procedures grounded in psychological science with clearly articulated requirements for quality and fairness are the gold standard for

gauging students' skill, knowledge, competency, and ability. Assessing the reliability and validity of formative and summative exams aids teachers in determining whether or not their students have gained a firm grasp on the material being covered in class. Learning targets item analysis, communicating the results with other educators, and monitoring and assessing outcomes for disparities among groups or subsets of students are all ways in which teachers can increase the reliability and validity of formative and summative exams. One unique contribution of educational psychology is the invention of several types of psychological tests for assessment and evaluation of the learner.

13. Self-Discipline: When it came to discipline in Indian schools, the old adage "spare the rod and spoil the child" was widely accepted. The child was primarily disciplined by flogging. Through the efforts of educational psychologists, the repressive system has given way to the preventative system. Nowadays, educators take a more scientific, data-driven, and collaborative approach to influencing and reshaping their students' behavior. Activity, imagination, and usefulness are emphasized as means to instill self-control and drive from within. It has been a game-changer for educators in their fight against student disobedience.

14. Facilitating Context: As new contexts require new learning, it is not natural for learning to be transferred from one context to another, but rather must be encouraged. Learners who are able to apply their knowledge in different settings, make connections between their past and present experiences, and anticipate their future needs in light of their current

understanding demonstrate higher-order thinking abilities. Educators can benefit from educational psychology's wealth of ideas and guiding principles for helping students transfer their knowledge to novel situations.

15. Socialization in Classroom: An individual's behavior is socialized when it conforms to established norms and values. Understanding and cultivating group dynamics, teamwork, and leadership skills among students are all aided by the study of educational psychology. Students are more invested and motivated to succeed when they are part of a community that values their unique contributions and treats them with respect.

16. Professional Growth: Understanding one's own behavior pattern, personality characteristics, likes and dislikes, motivation, anxiety, conflicts, and adjustment are all things that a teacher can gain from studying educational psychology. Educational psychology has helped teachers condition their students the right way by helping them make their classrooms more student-centered. The educational psychologist's pursuit of new ideas in the classroom is ultimately beneficial to the development of the teaching profession as a whole. Only if he has a firm grasp of educational psychology will these things be achievable for him. Everything he's learned here will make him a better educator.

CONCLUSION

The development of the current educational system owes a great deal to the contributions of educational psychologists. Teachers and school leaders have been able to approach students with more objectivity and democracy as a result,

which in turn has aided in the development of more wholehearted personalities within the student body. Since the complexity of the educational system is only expected to grow in the years ahead, investing in educational psychology is crucial. A child's mental health, the impact of genetics and upbringing, instructional strategies, lesson planning, assessment, and so on all play a part in the field of child psychology. Managing conflicts productively contributes to a positive classroom climate, which in turn improves students' ability to learn and their overall performance in the classroom.

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