



# A Study Of Psychology in Education with Nature and Scope Of Educational Psychology

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**Introduction :** Education is what remains with a person even after he has forgotten what he has learnt not what was taught, but how it was taught and it is not the content that



remains with him , but the process. The secret of education lies in respecting the pupil, said Carl Roger’s humanist psychologist. “Common learning” which implies courses of study should improve youth’s civic competence, understanding of economic system, human relations & family relationship, appreciation of beauty while making him proficient in the use of languages. They should be able to utilize time properly and build up their ability to plan their own affairs as individuals and as groups. This will lay foundation to responsible adulthood.

Dr. S.Radhakrishnan.” Knowledge is not something to be packed away in some corner of our brain, but what enters into our being, colors our emotion, haunts our soul, and is as close to us as life itself.

**Nature of Educational psychology:** Educational psychology is an applied branch of psychology. Broadly speaking the subject matter of educational psychology turns round the following main heads:

1. The nature and characteristics of the learner.
2. Human growth and development.
3. The nature of the learning process
4. The manner in which these processes may be facilitated by the teacher through teaching and guidance.
5. Scientific principle for the programmes and methods employed in formal education.
6. Personality and adjustment.
7. Measurement and evaluation

The nature of the learner or student depends upon individual difference in intelligence, attitudes, temperament, rate of learning and growth and in dispersion of mental qualities. Growth is progressive development and is a life-long process. All aspects of life and personality are



involved in growth- physical, emotional, intellectual and social educational psychology studies the several phases of growth and seeks to formulate generalization about this fundamental process. Interest, attitude and ideals are powerful sources of human motivation and are capable of arousing and sustaining concentrated effort. In education the quality and effectiveness of our procedures and programmes, efforts and achievement, goals and outcomes, is determined largely by the interests and attitudes and ideals of pupils, teachers and parents and administrator.

**Attitude :** The term attitudes has been variously defined and as the term occurs in both scientific investigation and common talk it has been used ambiguously. generalized tendency to think or act in a certain way in respect to some object or situation often attended by feeling. Often the term is identified with prejudices, biases, states of readiness, beliefs or ideas with an emotional tinge.

Individual's attitudes depend to very large extent on group attitudes. Attitudes, like interest, result from experience. Satisfying experience in favorable attitudes and unsatisfying experience lead to negative attitudes.

**Interest :** The place and importance of interests in education has been fairly well recognized ever since the impact of John Dewey was first widely felt, but this wide recognition has not always been accompanied by clear thinking. Only a few decades back psychologist spoke of interest rather than interests assuming that the term refers to some generalized feeling tone or affective aspect of experience which impels us to attend to a person, thing or activity or which may arise from the activity itself and keep it going. That is it may be the cause of activity, its motivation force, or it may be the outcome of participating in the activity.

In education these two aspects of interest are pointed out by saying that interest is both a means and an end, it rouses and sustain learning activity and also is the outcome and objective of that activity, Today we are more alive to the large variety and complexity of interest among people and use the term more frequently in the plural.

**Achievement :** Most teachers motivate students by holding periodical test examination at the end of every term, awarding marks and prizes, passing judgment of "Pass", offering temptations of a prize or scholarship or inducing fear of failure. These are some of the types of pressures which teachers use to drive students to work hard and harder to achieve better. Test and examinations should serve as useful tools to pupils for self-evaluation and to teachers for



assessing achievement and learning. But too often they are used to produce and intensify anxiety among pupils. Pressure is mounted every day as examinations draw near, fear of failure among pupils of average ability and fear of losing status among pupils of above average rank create undue stress and tension and often has a very harmful effect on academic achievement performance. Several studies have been made of the facilitating and debilitating effects of anxiety state in a classroom climate and it has been found that pupils with aptitude and intellectual ability are less prone to anxiety.

Attitude, Interest, and Achievement are powerful source of human motivation, and are capable of arousing and sustaining concentrated effort. They determine our pattern of life as well as our success and happiness. In education the quality and effectiveness of our procedures and programmes, efforts and achievements, goal and outcomes, is determined largely by the interest attitudes and achievements of pupils, teachers, parents, and administrator.

#### **Scope of Educational Psychology:**

Educational psychology is psychology in relation to education. It deals with the behavior of the individual in various educational environments. Psychology studies the behavior of the individual in different conditions and situations. Therefore, scope of general psychology is broader than that of educational psychology, which is comparatively limited.

Educational psychology deals with the child as a whole-his physical, mental, emotional and social development at various stages. Such development is resulted by heredity and environment, different biological, social and cultural factors. Hence all these aspect and factors come under the purview of educational, psychology.

Learning is the key-concept in educational psychology. It is so important and broad-based that educational psychology is also called learning psychology. The learning process, learning and maturation, nature and conditions of learning, factors influencing, learning, motivation, attention and interest, various kinds of learning and laws of learning come under the scope of educational psychology.

The psychological principles underlying various methods of teaching, educational innovations and experiments, educational objectives, mental health and hygiene, special provisions for slow-learners, gifted, handicapped and deprived children are usefully applied to educational development. These are, therefore, part and parcel of educational psychology.



The psychological tools and techniques, methods and approaches are profitably used by the educational psychologists for undertaking research studies and experiments in various fields. New methods and techniques are also developed by them for collection, interpretation and analysis of data. All these constitute the scope of educational psychology.

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