

## **Educational Psychology: Its Role, Need and Value**

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### **Abstract**

The role for the psychology in education has long been felt. Thus it is always true function of the teacher to use the native impulses of the young as a starting point for assimilation of knowledge, acquisition of skills and development of the habits of the society into which youth comes. Psychology helps the educator to understand the real springs of the behaviour of a learner and how desirable changes and modification can be brought in the behavioural patterns to the advantage of the individual and the society. The application of psychological principles to the improvement of performance in education is an attempt to make a learner show their best in their performance. Intellectual and psychological processes of the human organisms are so much inter-dependent that it is not at all possible to understand one without the other. Rather the educationists are intrigued over certain psychological phenomenon affecting the learning processes. This is what makes the human organism unimaginably complex, both in structure and function. Now a days more and more stress is being laid on the study of psychological factors which control condition and modify the intellectual functions. The idea is to improve the performance of an individual by controlling some and manipulating other factors. Psychology of education takes into consideration instincts and emotions which are the prime movers of human behaviour and the real springs of life energy. Also, no programmes of education or learning can be successful until and unless the planners take into account the innate potential of individual and the environment factors which offer it an opportunity to develop to an optimal level. This paper is an attempt at highlighting the importance of the subject of psychology in the area of education and particularly the learning process as it is believed that the use of psychological knowledge is imperative to enhance the development, performance and satisfaction of the learner.

## **Introduction**

It will be understood that directly or indirectly, soon or late, every advance in the sciences of human nature will contribute to our success in controlling human nature and changing it to the advantage of the common wealth. Psychology, which teaches us how to measure changes in It will, of course, be understood that directly or indirectly, soon or late, every advance in the sciences of human nature will contribute to our success in controlling human nature and changing it to the advantage of the common wealth. Psychology, which teaches us how to measure changes in human nature, teaches us how to decide just what the results of any method of teaching are.

Psychology is the science of the intellects, characters and behaviour of animals including man. Human education is concerned with certain changes in the intellects, characters and behaviour of men, its problems being roughly included under these four topics: Aims, materials, means and methods. Psychology contributes to a better understanding of the aims of education by defining them, making them clearer; by limiting them, showing us what can be done and what can not; and by suggesting new features that should be made parts of them.

Psychology makes ideas of educational aims clearer. When one says that the aim of education is culture, or discipline, or efficiency, or happiness, or utility, or knowledge, or skill, or the perfection of all one's powers, or development, one's statements and probably one's thoughts, need definition. Different people, even amongst the clearest-headed of them, do not agree concerning just what culture is, or just what is useful. Psychology helps here by requiring us to put our notions of the aims of education into terms of the exact changes that education is to make, and by describing for us the changes which do actually occur in human beings.

Psychology enlarges and refines the aim of education. Certain features of human nature may be and have been thought to be unimportant or even quite valueless because of ignorance of psychology. Thus for hundreds of years in the history of certain races even the most gifted thinkers of the race have considered it beneath the dignity of education to make physical health an important aim. Bodily welfare was even thought of as a barrier to spiritual growth, an undesirable interferer with its proper master. Education aimed to teach it its proper place, to treat it as a stupid and brutish slave. It is partly because psychology has shown the world that the mind is the servant and co-worker as well as the master of the body, that the welfare of our minds and morals is intimately bound up with the welfare of our bodies, particularly of our central nervous systems, that today we can all see the eminence of bodily health as an aim of education.

To an understanding of the material of education, psychology is the chief contributor. A complete science of psychology would tell every fact about every one's intellect and character and behaviour, would tell the cause of every change in human nature, would tell the result which every educational force --every act of every person that changed any other or the agent himself --would have. The foundation upon which

education builds is the equipment of instincts and capacity given by nature apart from training. Just as knowledge of the peculiar inheritance characteristic of any individual is necessary to efficient treatment of him, so knowledge of the unlearned tendencies of man as a species is necessary to efficient planning for education in general. Partly in conscious response to this demand and partly as a result of growing interest in comparative and genetic psychology, there have been in the last two decades many studies by psychologists of both the general laws of instinct and their particular natures, dates of appearance and disappearance, and conditions of modifiability. The instincts of attitude-- of interest and aversion -- are of course to be included here, as well as the tendencies to more obviously effective responses.

The individual is a human being which must be invariably seen in its complexity and holistic way, taking into account that all aspects influence and are influenced by each other and it is this incessant play of influences which depends on the balance, wellbeing and quality of life of the subject. This equilibrium is itself the result of permanent balances and imbalances, for example, just as the situation goes beyond the initial expectations of the subject to feel that some degree of frustration or discouragement, which causes an imbalance, to soon become a new equilibrium when the individual reflects on what happened and decided not to appreciate this little failure, outlining new goals for themselves. Then we can say briefly that the area of Educational Psychology is a hinge between psychology and pedagogy and seeks to develop methods and strategies of teaching and education more tailored to the individual subject, as all the elements of a group or society are different, and learn from models and strategies they also very diverse, often disparate same.

Psychology plays an important role in tackling the diverse problems relating to education. The socio-psychological variables, personality traits of a learner and motivational variables all enable us to understand what education psychology is about and its significance for the development of learning process. We must have some understanding of why some people make better performance than others, why some people are more competitive than others, and why people must be taught and guided on their individual needs, desires, interests and attitudes.

If we are to advance in our knowledge of the learning of educational psychology as a discipline, then we need to apply methods, similar to those used to study children's knowledge and cognition to the study of learning by students in teacher education. Over the past decade, educational psychologists studying children's learning and cognition have provided extensive evidence that "problem solving, comprehension and learning are based on knowledge, and that people continually try to understand and think about the new in terms of what they already know. More and more psychologists are nowadays viewing learning as a process of active construction of knowledge by the learner.

Finally, one comes to the conclusion that indeed human learning is the central core of Educational Psychology as it helps in understanding the learner and in organising effective learning situation.

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