

**SRIMAAN COACHING CENTRE-TRICHY-TRB (BEO)-**  
**BLOCK EDUCATIONAL OFFICER -PART-2- EDUCATIONAL**  
**METHODOLOGY STUDY MATERIAL-TO CONTACT:8072230063.**

**2023-24**  
**SRIMAAN**

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**TRB-BEO : EDUCATIONAL METHODOLOGY**



**PART-II**  
**EDUCATIONAL PSYCHOLOGY**



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## INTRODUCTION

Definitions:

The word “Psychology” is derives its meaning from the two Greek words ‘Psyche’ which means ‘soul’ and “Logos” which means ‘science’ or ‘knowledge’. Thus ‘Psychology’ literally means the ‘Science of soul’. According to earlier psychologists, the function of psychology was to study the nature, origin and destiny of the human soul. But soul is something metaphysical. It cannot be seen, observed and touched and we cannot make scientific experiments on soul. In the 18<sup>th</sup> century, psychology was understood as the ‘Science of mind’.

William James (1892) defined psychology as the science of mental processes. But the word ‘mind’ is also quite ambiguous as there was confusion regarding the nature and functions of mind.

**Modern psychologist defined psychology as the “Science of Consciousness”.**

**James Sully (1884) defined psychology as the “Science of the Inner World”.**

Wilhelm Wundt (1892) defined psychology as the science which studies the “internal experiences”. But there are three levels of consciousness – conscious, subconscious and the unconscious which this definition gives abstract meaning.

Commenting on this aspect, Woodworth (1948) says: First psychology lost its soul, then its mind and then it lost its consciousness. It still has behaviour of a sort.

**William McDugall (1905) defined psychology as the “Science of Behaviour”.**

W. B. Pillsburt (1911) and J.B. Watson (1912) also defined psychology as the “Science of Behaviour”. Behaviour generally means overt activities which can be observed and measured scientifically. But one’s behavior is always influenced by his experiences. So when we study ones’s behavoiur, we must also study his experiences.

## **Educational Psychology :**

Educational psychology is that branch of psychology in which the findings of psychology are applied in the field of education. It is the scientific study of human behaviour in educational settings and an attempt to apply the knowledge of psychology in the field of education. In other words, educational psychology may be defined as that branch of psychology which studies the behaviour of the learner in relation to his educational needs and his environment.

**B. F. Skinner (1958)** defined educational psychology as a “**The branch of psychology which deals with the behaviour of human beings in educational settings**”.

Thus educational psychology is a behavioral science with two main references i.e. human behaviour and education. Education in its applied form is centred on the process of teaching and learning and it is this which helps the teacher in better teaching and the learner in better learning.

**Crow and Crow (1973)** defined “Educational psychology describes and explains the learning experiences of an individual from birth through old age”. It was described that educational psychology is the subject area of the curriculum through which one can study the development of an individual in terms of his learning achievement during his own life-span. It deals with how a learner goes on learning as a result of interaction with his environment and how he can learn effectively.

**E. A. Peel (1956)** defined “**Educational psychology is the science of Education**”. Educational psychology by all means is an attempt to mould and shape the behaviour of the learners. It aims to produce desirable changes in the learners for the all-around development of his personality. The essential knowledge and skill to do this job satisfactorily is supplied by educational psychology.

**In other words of E.A. Peel, “Educational psychology helps the teacher to understand the development of the learners, the range and limits of their capacities, the processes by which they learn and their social relationships”.**

Teachers as educational psychologists supplies all the information, principles and techniques essential for understanding the behaviour of the learner in response to educational environment and desired modification of his behaviour to bring an all-round development of his personality.

In this way, it is quite reasonable to call „**Educational psychology**“ as a „**Science and technology of Education**“. Thus, educational psychology is concerned primarily with understanding the processes of teaching and learning that take place within formal environments and developing ways of improving the methods of teaching and learning.

It covers important topics like learning theories; teaching methods; motivation; cognitive, emotional and moral development; and parent-child relationships etc. It is also concerned for solving the practical problems related to the field of education, especially the process of teaching and learning.

### **Nature and Characteristics of Educational Psychology**

Eminent psychologists and thinkers from their definitions of psychology stated the reality of the nature of psychology in terms of the scientific study and science of behaviour. The nature of educational psychology is scientific as it has been accepted as 'Science of Education'. The nature of educational psychology could be summarized in the following ways

#### ***i. Educational Psychology is a Science***

Science is a branch of study concerned with observation of facts and establishment of verifiable general laws. Science employs certain objective methods for the collection of data. It has its objectives of understanding, explaining, predicting and control of facts. Like any other science, educational psychology has also developed understanding, predicting and controlling human behaviour

#### ***ii. Educational Psychology is a Natural Science***

conclusions in exactly the same manner as physicist or the biologists

#### ***iii. Educational Psychology is a Social Science***

Like the sociologists, anthropologists, economist or political scientist, the educational psychology is a social science

#### ***iv. Educational Psychology is a Positive Science***

Normative science like logic or ethics deals with facts as they ought to be. A positive science deals with facts as they are or as they operate. Educational psychology studies the child's behaviour as it is, not as it ought to be. So it is a positive science

- ❑ **In the 18th century, psychology was understood as the "Science of Mind"**
- ❑ **William James (1892) defined psychology as the science of mental processes.**
- ❑ **Psychology as the "Science of the Inner World" - James Sully (1884)**
- ❑ **Psychology as the science which studies the "Internal Experiences" - Wilhelm Wundt (1892)**
- ❑ **Psychology as the "Science of Behaviour" - William McDugall (1905)**

### **v. *Educational Psychology is an Applied Science***

Educational psychology is the application of psychological principles in the field of education.

By applying the principles and techniques of psychology, it tries to study the behaviour and experiences of the learners. As a branch of psychology, it is parallel to any other applied psychology. For example, psychology, clinical psychology, abnormal psychology and social psychology

### **vi. *Educational Psychology is a developing or growing science***

The new researches drawn out from educational psychology gives the educational psychologists a better insight into the child's nature and behaviour. **W.A. Kelly(1941)** listed the nature of educational psychology as follows:

- To give a knowledge of the nature of the child
- To give understanding of the nature, aims and purposes of education
- To give understanding of the scientific methods and procedures which have been used in arriving at the facts and principles of educational psychology
- To give training in methods of measuring abilities and achievement in school subjects
- To give a knowledge of the growth and development of children
- To assist in the better adjustment of children and to help them to prevent maladjustment
- To study the educational significance and control of emotions and
- To give an understanding of the principles and techniques of correct training.

Thus, educational psychology is an applied, positive, social, specific and practical science. While general science deals with behaviour of the individuals in various spheres, educational psychology studies the behaviour of the individual in educational sphere only.

## **Scope of Educational Psychology**

The scope of educational psychology is ever-growing due to constant researches carried out in this field. The following factors will indicate the scope of educational psychology

### **• *The Learner***

The subject-matter of educational psychology is knitted around the learner. Therefore, the need of knowing the learner and the techniques of knowing the learner is essential. :



The topics include are the innate abilities and capacities of the individuals, individual differences and their measurements, the overt, covert, conscious as well as unconscious behaviour of the learner, the characteristics of growth and development and each stage beginning from childhood to

adulthood.

### ***ii. The Learning Experiences***

Educational psychology helps in deciding what learning experiences are desirable, at what stage of the growth and development of the learner, so that these experiences can be acquired with a greater ease and satisfaction. It deals with the knowledge and principles of psychology facilitating the selection of desirable learning experiences of the learners.

### ***iii. Learning process***

After knowing the learner and deciding what learning experiences are to be provided, educational psychology moves on to the laws, principles and theories of learning. Other items in the learning process are remembering and forgetting, perceiving, concept formation, thinking and reasoning, problem solving, transfer of learning, ways and means of effective learning etc

### ***iv. Learning Situation and Environment***

Educational psychology deals with the environmental factors and learning situations which comes midway between the learner and the teacher. Topics like classroom climate and group dynamics, techniques and aids that facilitate learning and evaluation, techniques and practices, guidance and counseling etc. for the smooth functioning of the teaching-learning process.

### ***v. The Teacher***

The teacher is a potent force in any scheme of teaching and learning process. Educational psychology discusses the role of the teacher.

- \* It emphasizes the need of 'knowing thyself' for a teacher to play his role properly in the process of education.
- \* It throws light on the essential personality traits, interests, aptitudes, the characteristics of effective teaching etc., so as to inspire for becoming a successful teacher.

- vi. Educational Psychology studies the behaviour of human in educational situations. Psychology is the study of behaviour and education deals with the modification of behaviour; hence, educational psychology pervades the whole field of education
- vii. Educational Psychology studies the growth and development of the child. It deals with the various stages of growth and the characteristics of each stage of a child involved in learning
- viii. The salient feature of the scope of educational psychology deals interrogates to what extent heredity and environment contribute towards the growth of the individual and how this knowledge can be made use of for bringing about the optimum development of the child
- ix. Educational psychology deals with the nature and development of the personality of an individual. In fact, education has been defined as the all- round development of the personality of an individual where personality development implies a well-adjusted personality
- x. Educational psychology studies individual differences. Every individual differs from every other individual. It is one of the fundamental facts of human nature which have been brought to light by educational psychology. This one fact has revolutionalised the concept and process of education
- xi. It studies the nature of intelligence and its measurement. This is of utmost importance for a teacher
- xii. It provides guidance and counseling. Education is nothing but providing guidance to the growing child. We can conclude by saying that educational psychology is narrower in scope than general psychology. While general psychology deals with the behaviour of the individual in a general way, educational psychology is concerned with the behaviour of the learner in an educational setting.

Hence, it could be concluded that Educational Psychology is narrower in scope than general psychology. While general psychology deals with the behaviour of the individual in a general way, educational psychology is concerned with the behaviour of the learner in educational settings.

Being a science of education, educational psychology has to supply the necessary knowledge and skills for carrying out all the tasks of education. Educational psychology has to work hard to keep evolve new concepts, principles and techniques according to the changing and growing needs, circumstances, emerging problems of the society and the nation.



## Methods of Educational Psychology

The behaviour of the learner could be studied scientifically in relation to his environment through various methods and approaches depending on the condition of the subject, data to be recorded, the procedures adopted and tools used. The simple technique that gives rise to those **methods or approaches is „observation“**. **The technique** observation enables us to study the behaviour of the learner through the following methods

- Introspection method
- Observation method
- Experimental method
- Differential method
- Case study method
- Clinical method
- Genetic method

### INTROPECTION METHOD

In this oldest known method of psychology, the word “introspection” has been derived from two Latin words, “intro” meaning “within” or “inward” and “spiere” meaning to “look”. Therefore ‘introspection’

implies “self observation” or in other words, to experience one’s own mental state

i.e., to observe, analyze and report one’s own feelings and in fact, everything that takes place in one’s mind during the course of a mental act.

For example, when in a state of anxiety, fear or anger one may be asked to determine by one’s own observation what one sensed, thought or felt at the time of experiencing that particular emotion.

According to Williams James, “Introspection observation is what we have to rely on first and foremost and always. The word intro-spection needs hardly to be defined, it means, of course, looking into our own minds and recording what we there discover. Everyone agrees that through this method one can discover one’s own state of consciousness. So far as I know, the existence of such states has never been doubted by any critic, however skeptical in other respects he may have been”.

According to Stout, “In introspection we are concerned with the nature of experience itself and with the laws of mental process. The observer in introspection directed towards the answering of questions of theoretical importance for the advancement of our systematic knowledge of the laws and conditions of mental process”. Introspection examines inner behaviour of an individual and an individual knows about his own feelings or thoughts in a particular situation.

## Merits

- Introspection is the easiest of all the methods of educational psychology
- It does not need any tool or laboratory as the subject and the investigator is the same
- It is the most economical method and one which enables us to know about the mental state of an individual, i.e. his emotions and feelings
- Introspection method has generated a lot of research and provides adequate knowledge of the inner knowledge and experiences of an individual for revealing their behaviour through their thoughts and feelings.

## Demerits

- Introspection means looking into one's own emotions and feelings, so when one attempts to study one's mental state, it disappears and therefore it is difficult to introspect the changing psychological experiences
- As the subject and investigator are same, the introspection becomes subjective and biased and therefore the data may not be reliable and valid
- The introspection method cannot be done by abnormal individuals and children
- A person should be highly trained and skilled to introspect properly
- According to Kant, it is not possible to accept conscious experience as the subject matter of psychology and then consider introspection as its proper method.

## OBSERVATION METHOD

Observation method has replaced the method of introspection of self-observation and it is the one of the oldest and most popular methods of educational psychology. The observation method is also called „objective observation“.

According to John Dollard, “The primary research instrument would seem to be the observing human intelligence trying to make sense out of human experience”. Observation is one of the basic methods which mean that an individual’s behaviour

(i.e. a person’s bodily gestures, facial expression and other bodily actions) is observed.

\* It is accepted by psychologists that an individual’s overt behaviour is the result of his internal mental conditions. The observer makes systematic observation through recording in a natural situation.

\* Observation can be both natural and participant. In natural observation, the experimenter observes and records the behaviour of the subjects in the natural setting as he has mentioned above; here the subjects are not conscious about their behaviour being observed, In participant observation, the observer becomes a member of the group, gains the confidence of the other group members by building rapport with them, and observes their behaviour. Here, the subjects are not conscious that their behaviour is being observed.

### **The principles that should be followed in the observation method are**

- Observation should be made not only of the individual’s behaviour but the whole situation
- Proper planning of the observation process should be made; objectives should be clear and the proper tools for recording must be kept properly
- Observer must select the appropriate number of subjects to be observed since it will be difficult if the number exceeds the limit
- The time of observation must be fixed. Too long time may take the observer distracted and tired and if it is too short it will not yield the proper information
- As observation is a systematic process, the observer must have the proper skills and aptitude and the ability to report accurately so that the data could be reliable.

### **Merits**

- It is observation of behaviour in natural setting
- It is objective and therefore more reliable
- It is applicable for all age groups
- Observation can be done through simple tools as well as sophisticated ones like camera, tape recorder, video recorder etc.

- Observation can be made in any situation of our day to day life.

## Demerits

- Data can be collected only about observable behaviour or overt behaviour. Therefore, it can be unreliable at times as the subject's mental behaviour can be different
- Personal prejudices or in other words, subjectivity on the part of the observer can be a big drawback of this method. The observer's own interests, values may affect the interpretation of the data to a great extent
- The behaviour of the subjects may be affected by the time and place. Their behaviour may be different at different times under the same circumstances
- Sometimes the observation method lacks precision, as different observers tend to interpret the data in different ways. Therefore, if the data collected are expressed in quantitative measures then they can be interpreted by statistical methods.
- The observation method fails to establish a cause-effect relationship between the subjects "behaviour and their surroundings". For example, delinquency may not always be caused by poverty; sometimes sound economic position of the subject can cause delinquent behaviour. Therefore, it becomes difficult to draw conclusions that a particular situation can induce certain kind of behaviour in an individual.

## EXPERIMENTAL METHOD

It is one of the most important and an objective method of psychology, as it is very scientific. It is precise, planned, and systematic or in other words, it is observation under controlled conditions. According to **J. W. Best**, "Experimental research is the description and analysis of what will be, or what will occur, under carefully controlled conditions".

In experiments, there is always the attempt to establish certain cause and effect relationships through carefully planned and controlled observation of the subject's behaviour. The experimental method's has certain characteristics. They are

- In the experimental method the conditions are always controlled
- It essentially requires at least two persons, the experimenter and the subject
- Usually the experimental method is applied on persons in a random order

- In experimental method two types of variables are used a) Independent variable like intelligence and b) dependent variable like home or school environment, other socioeconomic conditions etc.,

### Merits

- It is the most systematic method and the conditions can be completely controlled
- The data collected can be analysed in an objective manner and so it is reliable
- A cause-effect relationship of individual's behaviour can be established
- Hypothesis can be formulated and the result of the experiment can be tested keeping this in consideration
- It discards subjective viewpoints
- It increases the scope for further research as the result of the experimental method can be precisely recorded.

### Demerits

- As human behaviour is changeable, identical behaviour of the same individual may not occur even under identical conditions at different times
- Most experiments have been conducted on animals like cats, dogs and rats and the principles arrived at on the basis of such tests may not explain human beings
- It is often difficult to conduct experiments in social sciences unlike physical sciences
- The experimental method is costly and time consuming
- The experimenter must have specialized skills to conduct experiments. The tools used in

TO BE CONTINUED.....

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- \* TRB-BEO & TNPSC (DEO): (TAMIL & ENGLISH MEDIUM) FULL STUDY MATERIAL WITH Q.BANK AVAILABLE.
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