

EXAMINATIONS GUIDELINE SERIES

Educational Psychology

II

BHATIA-NANDA



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EDUCATIONAL PSYCHOLOGY

*[For B.Ed. Students of Utkal, Sambalpur and
Berhampur Universities]*

NANDA & BHATIA



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NEW DELHI-LUDHIANA

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PREFACE

It is a matter of immense pleasure for the Authors as well as the Publishers to introduce a new series of books on different papers comprising Bachelor of Education course of Orissa State Universities. Although written in question-answer form, the books in the series can serve equally well the purpose of text-books, for nothing has been left out or summarily treated which otherwise would find detailed exposition in a good text-book.

The following are the salient features of the series :

1. Each book in the series has been designed to provide full coverage to the latest prescribed courses of reading.
2. Each book is based on standard and upto date material available on the subject.
3. The questions have been carefully selected from the favourite 'Question Bank' available to the paper setters. The answers are first-rate, exactly what the examiners expect from the candidates.
4. The language is simple and easy to grasp. The style is lucid and racy.
5. Each answer has been sub-divided into short paras. Main headings and sub-headings have been given to enable the students to comprehend the material without any extra aid.
6. The treatment of the subject matter is exhaustive : nothing important has been left out and nothing unimportant has been included to swell the answers.
7. The series is a true guide, a trustworthy friend of otherwise busy teacher-trainees.

The present handbook on **EDUCATIONAL PSYCHOLOGY** covers the latest B. Ed. syllabus of various universities of the state.

The authors are thankful to M/s **KALYANI PUBLISHERS** who are always **FIRST** in placing better books in the hands of students.

K. K. Nanda

S. P. Bhatia

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PAPER II

Educational Psychology

UNIT I

CHAPTER 1

CONCEPT OF EDUCATIONAL PSYCHOLOGY

(A) PSYCHOLOGY AND EDUCATION

Q. 1. What do you understand by the terms 'Psychology' and 'Education'? How are the two related?

Ans. What is Psychology?

Ever since Psychology came to be studied as a separate branch of human knowledge, its nature has been defined differently by different experts.

(a) Psychology as the Science of Soul

The word, "Psychology" is derived from two words 'Psyche' which means soul (atma) and 'logos' which means 'talk' about or 'study' of. So the term means the 'study of soul'. But to define psychology as the 'science of soul' is to defeat the very meaning of 'science'. The nature and origin of soul are not known and thus 'soul' cannot be put to any scientific study. Modern psychology, as James says, is 'a psychology without a soul'.

(b) Psychology as the Science of Mind

In the 18th century, psychology was understood as the 'study of mind' or the 'study of mental processes'. But soon it was felt that the term 'mind' is as vague as the term 'soul'. Hume and Titcher reject the popular conception of mind as an entity or a substance. A man in the street looks upon mind as sole source agent which thinks, feels, wills and does many other things. Titcher is against this view. He says that mind is *itself*, not has, thoughts, feelings and wills. 'Mind is only a short-hand name for all the mental processes. Thus the truths about the nature of 'mind' have been interpreted subjectively, from person to person.

(c) Psychology as the Science of Consciousness

Still later, psychology was defined as the 'science of consciousness'. The term 'consciousness' means our immediate awareness of any object. It is, to put simply, 'mind now'. But, this definition too, was rejected as one-sided. The scope of psychology is not only limited to the conscious level but also extends to the sub-conscious and unconscious mind. These form the major portions and exert important influence on the behaviour of a person.

(d) **Psychology as the Science of Behaviour**

The latest concept of psychology is in terms of behaviour—conscious or unconscious. Behaviour is the external expression of our mental processes. Psychology as the science of behaviour studies the total response of the organism to different situations of life. In this sense, psychology studies behaviour—physical as well as mental, normal, as well as abnormal, child behaviour as well as adult behaviour.

In the light of what we have said above, psychology may be defined as a positive and empirical science dealing with mental life and its external expression (behaviour). In the words of Garret : "Psychology is the study of human behaviour and its subject matter is what people do and how and why they do". McDougall has also defined psychology as "the positive science of conduct and behaviour". It is the science which aims "to give us better understanding and control of the behaviour of the organism as a whole".

The changing concept of psychology has been aptly described by Wood Worth in these words :

"First psychology lost its soul, then it lost its mind, then it lost consciousness, it still has behaviour of a kind".

What is Education ?

The term education has also been variously understood and defined by experts. The concept of education is dynamic. It is concerned with the growing individual in an ever growing society. It is, therefore, a continuous process. Education is related to time and space. As such it has passed through different ages and stages, its concept is still in the process of evolution and it will never come to an end.

Education is chiefly concerned with the development of man, the modification of his behaviour. Its main province is total individual and it aims at equipping him in the art of living. According to Drever, "Education is a process in which and by which the knowledge, character and behaviour of the young are shaped and moulded". Education also helps the individual to have adjustment with the environment—physical and social.

The most comprehensive definition of the term education is given by Redden in these words, "Education is the deliberate and systematic influence exerted by the mature person upon the immature, through instruction, discipline, and harmonious development of physical, intellectual powers of the human being, according to individual and social needs and directed towards the union of the educand with his creator as the final end".

Relationship between Psychology and Education

The meaning and nature of Educational Psychology can be best studied when we understand the relationship between the

terms 'Psychology' and 'Education'. Psychology, as we know, is the science of behaviour. It is the science which gives us "better understanding and control of the behaviour of the organism as a whole". Education, in its simplest meaning, implies the modification of behaviour. In order to modify behaviour, the educator must know how a certain child behaves in a certain situation. It is in this sense that psychology and education are inter-related. What psychology studies is used by education for its purpose.

To-day, education implies many more things than mere knowledge. It is not only the modification of the individual's behaviour or the harmonious development of the personality of the child but is also a "phase of social process" which enables an individual to become an enlightened member of the society. Modern concept of education is dynamic in its nature and aims at modifying human behaviour in terms of changing goals and objectives.

(B) NATURE AND SCOPE OF EDUCATIONAL PSYCHOLOGY

Q. 2. Explain the concept of Educational Psychology and state its nature and scope.

Or

'Educational Psychology is not merely psychology applied to education'. Discuss the statement and define clearly the scope of Educational Psychology.

Ans. Nature of Educational Psychology

There is an ever-increasing awareness that almost all educational problems are ultimately the problems of psychology. This means that education and psychology are intimately and inseparably connected with each other. Psychology is the study of human behaviour, and education is a process aiming at the modification of human behaviour. Thus both deal with the human behaviour. psychology and education are just the two sides of a coin. Educational psychology is therefore that branch of educational problems, which deals with human behaviour and its modification.

Definition of Educational Psychology :

1. *Skinner's View* : According to Skinner, "Educational psychology deals with the behaviour of human beings in educational situation".

2. *Stephen's View* : According to Stephens, "Educational psychology is the systematic study of the educational growth and development of a child".

3. *Judd's View* : Judd is of the view that educational psychology is that science which "explains the changes that take place in the individual as they pass through the various stages of development".

4. *View of Walter B. Kolesnik*: According to Kolesnik, Educational Psychology is "the study of those facts and principles of psychology which help to explain and improve the process of education".

5. *View of Peel*: According to Peel, "Educational psychology broadly deals with the nature of learning, the growth of human personality, the difference between individuals and the study of the person in relation to society". It is the science of education.

6. *View of Crow and Crow*: Educational Psychology describes and explains the learning experiences of an individual from birth through old age.

7. *Trow's View*: Educational psychology is the study of the psychological aspects of educational situation.

Thus, 'Educational Psychology' is the body of scientific knowledge about two activities—education and psychology. Its subject-matter is concerned with the conditions that affect learning.

Nature of Educational Psychology

The true nature of educational psychology may be gathered from the following points.

An Applied Science: Educational psychology is an *applied science*; or we may say, applied psychology; because, it is the application of psychological principles to the field of education.

A Positive Science: Educational psychology is a *positive science*, and not a normative science. This means that it just explains the educational facts as they are, and does not pass judgements over them. Thus, it studies the laws of child's nature as they are and has nothing to do with 'ought to be'.

A Social Science: Educational psychology is a social science. Though educational psychology studies the individual from the educational point of view, its results are applicable to all the individuals, or at least to a group of individuals. Thus, this science has social implications.

An Educational Science: By its very implications, Educational psychology deals with educational problems only. Thus, while general psychology deals with the behaviour of the individuals in various sphere, educational psychology studies the behaviour of the individual in educational sphere only.

A Specific Science: The science of psychology is somewhat general in nature, it studies the human mind in its entirety; whereas, educational psychology selects from the whole field of general psychology only those facts and principles that are of specific significance and utility for the process of learning and teaching.

A Practical Science: Educational psychology is not merely speculative in nature with no relevance to the world of reality. It is rather utilitarian and practical in nature. The educator and the teacher makes use of the knowledge of educational psychology at

every step. In fact, effective teaching is impossible without the knowledge of educational psychology.

A Growing and Developing Science : The science of educational psychology is ever-growing due to constant researches in this field. This science deals with the human nature, which is too deep to be proved fully. New facts about human nature are therefore, coming to the forefront on account of researches in this field. Thus, the science of educational psychology is ever growing and developing.

An Academic Discipline : G. Lester Anderson is of the view that educational psychology is an academic discipline. It is so since it is focused upon the human behaviour. Its results can be summarised or generalised into principles or theories. The information, the knowledge, its principles, its methodology—all that constitutes the substance of educational psychology provide a base for educational theory and practice

Scope of Educational Psychology

Scope of a subject implies its field of study. Speaking in specific terms, it means the areas of study that are included in a particular subject.

The scope of educational psychology is wide and ever-increasing. Educational psychology is securing greater and greater importance in the field of education. The following facts may be mentioned which indicate the scope of educational psychology :

1. *Human Behaviour :* It studies human behaviour 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.

2. *Growth and Development :* It studies growth and development of the child. How a child passes through the various stages of growth, and what are the characteristics of each stage are included into the study of educational psychology.

3. *Learning Process :* It studies the law of learning : Learning is a major phenomenon in education. It studies how learning can take place most effectively and economically.

4. *Heredity and Environment :* Effects of heredity and environment : 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, form a salient feature of the scope of educational psychology.

5. *Development and Adjustment of Personality :* Educational psychology deals with the nature and development of the personality of an individual. In fact education has been defined as an all round development of the personality of an individual ; personality development also implies a well-adjusted personality.

6. *Individual Differences* : Every individual differs from every other individual is one of the fundamental facts of human nature which has been brought to light by educational psychology. This one fact has revolutionised the concept and process of education.

7. *Intelligence and its Measurement* : The scope of educational psychology includes the study of the nature of intelligence as well as its measurement. This is of utmost importance for a teacher or an educator.

8. *Providing Guidance and Counselling* : This is one of the most important fields or areas of study included in the field of educational psychology. Education is nothing but providing guidance to the growing child. Thus, guidance forms an important aspect of educational psychology.

In addition to these, many other aspects of education, growth, development, personality and character formation, adjustment, causes of mal-adjustment, and their remedies, mental hygiene and growth of a balanced personality are included in the field of educational psychology.

Scope as delimited by Educational Psychology Division of the American Psychological Association :

It may be added that in 1947, the Educational Psychology Division of the American Psychological Association appointed a committee to define and delimit the scope of Educational Psychology.

The following five areas were named :—

- (1) Human growth and development, including the effect of heredity and environment on various aspects of individual.
- (2) Learning : The nature of the learning process, factors influencing the learning process etc.
- (3) Personality and adjustment : It included many sub-topics such a mental health of the students and the teacher's character.
- (4) Measurement and evaluation, statistics.
- (5) Techniques and methods of Educational Psychology.

Thus educational psychology describes and explains the learning experience of an individual from birth to old age. Its subject matter is concerned with the conditions that affect learning.

(C) EDUCATIONAL PSYCHOLOGY AND THE TEACHER

Q. 3. "Knowledge of Educational Psychology is imperative for a successful teacher". Discuss.

Or

“The study of psychology helps the teacher to achieve the aims of education more effectively and economically than he could have achieved otherwise”. Discuss.

Ans. The knowledge of educational psychology has a great relevance for the teacher, because it helps the teacher to realise his objective of effective teaching and educating the pupils properly. Precisely speaking, the knowledge of educational psychology helps the teacher in the following ways :

1. *Understanding the child* : It has been rightly recognised that the teacher can truly teach the child only when he possesses the knowledge of child-psychology: individual as well as collective. For example, the teacher must know how children think, what are their interests at various stages of their development, and how their energies can best be utilised for educational purposes. In fact, all modifications in the techniques of teaching are really the growing application of the knowledge of psychology to the process of teaching and learning.

2. *Understanding individual Differences* : Previously it was presumed that all children are more or less alike, and therefore, almost same speed of progress was expected of them. Moreover, it was also thought that the mind of the child is just like a clean slate and therefore, the teacher thought that just anything can be written on it.

Now, from the knowledge of psychology we understand that there are marked differences among the children, and every child is endowed with specific potentialities by nature, which the teacher can only help to develop. In this lies a marked contribution of psychology to the process of education and teaching.

3. *Making use of the Children's Instincts* : Instincts are the springs of action. True education lies in the sublimation of the instincts. It is only from the knowledge of psychology that the teacher comes to know about the various instincts of the individuals and the ways and means by which those can be sublimated or properly channelised for the development of the pupils.

4. *Formulation of Attainable Goals* : In fact, the formulation of the goals or objectives of education in the purview of philosophy is likely to set very idealistic goals which it may be rather impossible to attain. Psychology helps to keep those goals within reasonable and attainable limits. Thus, psychology helps the teacher to formulate realistic goals of education.

5. *Providing knowledge about the Laws of Learning* : Teaching can best be defined as causing the children to learn. The knowledge of psychology enlightens the teacher about the ways and means in which learning can take place in the best possible manner. Thus, knowledge of psychology helps the teacher to devise such methods and techniques of teaching which are according to the laws of learning.

6. *Provides knowledge of Potentialities* : Every child is endowed with potentialities which differ from individual to individual. Psychology helps the teacher to know and assess the potentialities of the individuals and guides them accordingly. Without assessing the potentialities of children, all efforts of the teacher will simply be misguided. Any programme of education should in fact, depend upon the correct estimate of the potentialities of individual children.

7. *Provides knowledge of Heredity and Environmental Forces* : An individual is the product of heredity and environment. Both play a prominent part in the all-round development of an individual. The knowledge of psychology enlightens the teacher about their relative contributions towards the development of the individual.

8. *Provides knowledge about the Efficacy of Rewards and Punishments* : Rewards and punishment are considered to be important tools in the hands of a teacher to modify the behaviour of the pupils. Psychology studies this problem in depth and enlightens the teacher about the respective efficacy of both and the teacher comes to know that only a judicious use of these is desirable. Rewards and encouragement definitely give better results.

9. *Provides knowledge about Mental Abnormalities* : The aim of education is the development of a balanced and well-adjusted personality. But there may be a number of causes which lead to mental abnormalities in the pupils. The knowledge about their causes may help the teacher to take effective measures to avoid or correct them. In this way the knowledge of psychology is of great help to the teachers as well as to the pupils.

15. *Realisation of the Teacher's own Role* . Psychology sheds great light on the fact that the teacher's own attitude plays a fundamental role in the proper development and learning of the pupils. The teacher must treat the children psychologically: i.e. in the light of the knowledge that has been provided by psychology to him. This will go a long way in realising the objectives of education.

Thus, we may conclude by saying that the knowledge of educational psychology has a great relevance for the teacher. Teaching has been more or less psychologised in the modern times, and therefore, it is impossible to imagine a teacher in the modern times doing justice to the process of teaching without the knowledge of educational psychology. In other words, knowledge of educational psychology is a must and of immense help to the teacher.

CHAPTER 2

METHODS OF STUDYING HUMAN BEHAVIOUR

Q. 4. What are the important methods that are generally employed for studying human behaviour in the field of Psychology. Discuss Observation Method.

Ans. Psychology is a science which studies human behaviour. Every science has its methods by the application of which it gathers the relevant data or information, classifies it and formulates various theories, hypotheses and laws. Psychology has its own methods by which it collects, classifies and formulates its own theories and laws. We will discuss here some of the most important and generally employed methods for studying human behaviour in the field of psychology.

The important methods of studying human behaviour are :

(i) Observation. (ii) Experimentation. (iii) Case Study Method. (iv) Survey Method.

I. OBSERVATION METHOD

This method is most commonly used for the study of human behaviour. In this method the individual's behaviour is observed by the teacher or a competent and trained observer. It is the most natural and informal method, and in our day to day life also, we study other's behaviour by observation. But, it must be noted that a person's behaviour must be observed in varying situations before any valid inferences be drawn from those observations. These observations made over a long period of time and under different situations will enable the observer to make certain generalisations about human behaviour.

Observation of Two Types

1. Controlled observation.
2. Uncontrolled observation.

1. Controlled Observation

This is also called structured observation. This is too formal and is employed in controlled situations like laboratory settings. In the case of controlled observation artificially controlled situations are created, and the subject (student) is observed by a trained observer. The individual must be observed a number of times in similar situations before any valid inferences or conclusions can be drawn.

Limitations : But, there are certain practical difficulties or limitations of this method :

1. The individual is to be observed a number of times before any conclusion can be made; creating exactly similar conditions again and again may not be possible.
2. The individual may be aware of the fact that he is being observed, and consequently his behaviour may not remain natural.
3. The observer may be biased and therefore his conclusions may not be objective.

But, inspite of these limitations, the method of controlled observation is widely used for its reliable and accurate results.

Uncontrolled Observation

This is also called unstructured or free observation. It is mainly associated with participant observation, in which the observer assumed the role of a member of the group to be observed. In case of free observation, the individual is observed when he is in his class, or playground or when he is moving about with his friends and class-fellows. But, the individual should not know that he is being observed, otherwise his behaviour may be distorted, consciously or unconsciously. Such observation must also be made over a long period of time and by a number of observers to arrive at correct and valid conclusions.

Limitations : Free observation also suffers from the following limitations :

1. Being informal, the observers may not be trained in the art of scientific observation, *e.g.* the teachers. In that case, the conclusions reached may not be correct.
2. Observation must be made over a long period of time and under various situations. This is itself a great limitation.
3. The individual may become aware that he is being observed, in which case it becomes impossible for him to act and behave naturally.

But, inspite of these limitations, free observation can be usefully employed for the study of human behaviour. Of course, this method must be supplemented by other more scientific methods of studying human behaviour.

How to increase accuracy of observation

1. The observed facts, must be recorded instantly; *i.e.* just at time of their occurrence; otherwise the observer may forget some of the facts and the recording may not be accurate.
2. It is always better to have two or more observers.