

## **EDUCATIONAL PSYCHOLOGY & SOCIAL PSYCHOLOGY**

**Education** plays a vital role in human behavior it is imperative (essential) to study the mode of such role the education plays. The desirable changes in behavior that represent basic features of education are:

**Knowledge** it is the intimate acquaintance with fact

**Skill**: The ability to do a particular thing

**Attitude**: the positive or negative feeling one has towards any **psychological object**

### **Educational Psychology**

Educational psychology is the systematic study of development of individual within the educational setting. Human behaviour can be understood, predicted, and directed towards desired goals by applying the principles of educational psychology. Educational psychology studies the individual through the life stages as he acquires new knowledge. As educational psychology is concerned with educational process from birth to death of an individual its scope is very wide concerned in the areas of the learner's developmental characteristics, individual differences, intelligence, personality and mental health. Increasing use of psychology is noticed in various spheres of life and extension education is no exception to it. In extension education, the development workers deal with rural people to teach the rural people about innovations to be adopted in their farm, home and village. In as much as the extension worker is involved in educating rural people most of the concepts discussed in this chapter are applicable to extension educational psychology. The only difference between them is that the learners are children in the subject of educational psychology and the learners are rural adults in extension educational psychology. The main aim of extension education is utilizing the research findings in solving the problems of rural people and they must attain desirable changes in the values and attitudes. Bringing this change is one of the major concerns of extension educational psychology. Thus, the main job of the extension worker is to teach the rural people. The learning experience is given in the areas in which rural people are interested. Thus, one could see the importance of educational psychology in extension education.

It deals with the behaviour of human beings in educational situations. This means that it is concerned with the study of human behaviour or the human personality, its growth, development and guidance under the social process of education. It is a branch of general

# Educational Social Psychology

**David Kirk**



## **Educational Social Psychology:**

**The Social Psychology of Education** Robert Stephen Feldman, Robert S. Feldman, 1990-07-27 This book examines the ways in which the theory and data of social psychology can be applied to teaching learning and other experiences in schools Its focus ranges in level from the individual e g student attitudes and attributions to the teacher student interaction to the impact of society e g racial and cultural influences on school performance The editor and distinguished contributors have two major purposes The first is to illustrate the scope and sophistication of the emerging field known as the social psychology of education The second is to provide solid informed suggestions to educators for the amelioration of current educational problems To that end each author explicitly discusses implications for educational practice Educational Social Psychology Mary A. Bany, Lois Vivian Johnson, 1975 **The Social Psychology of Education** David W. Johnson, 1970 **Educational Social Psychology** Mary A. Bany, 1975 *The Social Psychology of Education* C. M. Fleming, 1998 First Published in 1998 Routledge is an imprint of Taylor Francis an informa company The Social Psychology of Education Charlotte Mary Fleming, 1944 Empirical Research in Teaching and Learning Debra Mashek, Elizabeth Yost Hammer, 2011-02-23 Empirical Research in Teaching and Learning Contributions from Social Psychology draws upon the latest empirical research and empirically based theories from social psychology to inform the scholarship of teaching and learning Provides an accessible theoretical grounding in social psychological principles and addresses specific empirical evidence drawn from teaching and learning contexts Features concrete strategies for use in the classroom setting Includes contributions from experts in both social psychology and the scholarship of teaching and learning The Social Psychology of the Primary School Colin Rogers, Peter Kutnick, 1990 The authors reassess the role of social psychology They offer an analysis of motivation and the social development of primary age children as well as relationships and social interaction in the classroom gender and special needs **The Social Psychology of Education: Current Research and Theory** Robert Stephen Feldman, 1986 **School Psychology** Frederic J. Medway, Thomas P. Cafferty, Frederic Medway, 2013-12-16 This impressive volume reintroduces the importance of and the contributions made by social psychology to school psychology It provides an overview of the basic areas of social psychology history attitudes attribution attraction and research methods as well as the traditional school psychology functions assessment therapy and consultation To unite these two crucial areas the editors and their contributors provide detailed discussions of specific educational and social issues such as substance abuse prevention and treatment loneliness cooperative versus competitive environments and integration of handicapped and culturally different children Based on classical contemporary and cutting edge research and theory this text should become an essential reference tool for all school psychologists **Social Psychology of Education** Aberdeen Orlando Bowden, Irving Robert Melbo, 1937 **Social Psychology of Education** Daniel Bar-Tal, Leonard Saxe, 1978 **The Social Psychology of School Learning** James H. McMillan, 1980 **The Social Psychology of the Classroom** Elisha Babad, 2009-06-08 Teachers often

find that their training has not provided them with sufficient knowledge and understanding about underlying social forces and processes in their classrooms This new book addresses this gap by focusing on the social psychology of the classroom providing the relevant social psychological knowledge and facilitating the application of *The Social Psychology of the Classroom* Elisha Babad,2009-07-20 Teachers often find that their training has not provided them with sufficient knowledge and understanding about underlying social forces and processes in their classrooms This new book addresses this gap by focusing on the social psychology of the classroom providing the relevant social psychological knowledge and facilitating the application of that knowledge in the practice of the teacher in the classroom Elisha Babad discusses the state of the art of classroom management theory research and practice and explores a full range of teacher and classroom experiences such as teachers differential behavior in the classroom and its psychological price students roles and relationships and distinguishing between educating students and changing students This exceptional book will be of interest to students and scholars of educational studies and educational psychology as well as for teachers in training experienced teachers and educators at large

**A Social Psychology of Schooling** Colin Rogers,2017-09-14 If a theory of education is to be helpful to the practising teacher it must take the social context of learning into account Originally published in 1982 Colin Rogers does just this exploring the implications of two decades detailed research in to the social psychology of teaching and learning The central theme that emerges from this study is the importance of the still controversial teacher expectancy effect the effect of teachers expectations on the performance of pupils By examining in detail the claims made by those who believe that the expectations of teachers can influence levels of pupils academic attainment the book shows the complexity of interpersonal interaction and perception within the classroom and the nature of problems involved in studying these It also focuses on the way that the mutual perceptions of teachers and pupils themselves affect and are affected by other aspects of life in a school and extensive use is made of research conducted in British schools to illustrate major points The conclusion of the study was that it is the classroom the very environment in which teachers and pupils interact rather than teacher training that may need reform

*Social Psychology Theories and Methods in Education* Zaremohzzabieh, Zeinab,Abdullah, Haslinda,Ahrari, Seyedali,2023-08-18 The integration of social psychology and school education has long been a challenge for scholars hindering progress in understanding student behavior and effective educational practices *Social Psychology Theories and Methods in Education* addresses this critical issue by providing a comprehensive exploration of the intersection between these fields Edited by esteemed scholars this book fills the existing literature gap covering diverse content concerns theoretical perspectives and research methods It equips academic scholars educators researchers and students with a robust foundation to apply social psychology in educational contexts fostering impactful research and enhancing educational practices Designed for academic scholars *Social Psychology Theories and Methods in Education* is an invaluable resource for those seeking an enriched social psychological approach to educational issues Social psychologists educators educational

researchers and students will find this book highly beneficial as it empowers them to bridge the gap between theory and practice. With its current theories, methodologies, and trends in school education, this handbook enables readers to generate impactful research and enhance educational practices across diverse settings.

**The social psychology of education**  
Charlott Mary Fleming, William Alexander Campbell STEWART, 1998

**The Social Psychology of the Classroom** Elisha Y. Babad, 2009

Teachers often find that their training has not provided them with sufficient knowledge and understanding about underlying social forces and processes in their classrooms. This new book addresses this gap by focusing on the social psychology of the classroom, providing the relevant social psychological knowledge and facilitating the application of that knowledge in the practice of the teacher in the classroom. Elisha Babad discusses the state of the art of classroom management, theory, research, and practice and explores a full range of teacher and classroom experiences such as teachers' differential behavior in the classroom and its psychological price, students' roles and relationships, and distinguishing between educating students and changing students. This exceptional book will be of interest to students and scholars of educational studies and educational psychology as well as for teachers in training, experienced teachers, and educators at large.

Social Psychology and Education, 1998

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