

What Today's Student Think: A Comprehensive Psychological Study of Today's

Education System

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Abstract

Children are the future of the nation. They are, in fact, the foundation on which a strong, vibrant and dynamic India shall be built. To build a solid foundation for future India , especially within the zeitgeist of recent educational reforms, a change in the fundamental framework within which school mental health is conceptualized is needed. Focusing on student mental health has become just as essential in schools as teaching youth their current grade-level curriculum. School psychologists play a crucial role in this regard—these professionals are responsible for supporting all students and making sure they thrive not only academically, but also behaviourally, emotionally, and socially. The goal of a school psychologist is to help individual students and entire school communities overcome any obstacles that are preventing or hindering learning. Students faces a lot of issues starting from depression to ADHD to dealing with excess stress. Young people are even facing so complex challenges that are difficult to navigate. Accordingly, students need guidance to help them navigate tough issues like bullying, divorce, anxiety, eating disorders, and abandonment. In this present scenario understanding students psychology is of utter importance. This paper discusses the importance of educational psychology to create safe and healthy learning environments for young people. We conducted a survey among some students to know what they changes they want in their education system .We want a education system where learning is fun instead of a burden.

Key words-

Multifaceted discipline, Introspection method, Growth in productivity,Psychoanalytic method,Cognitive Perspective, Constructivist Perspective, Mental health.

Introduction:

Psychology is the scientific study of the mind and behaviour, according to the American Psychological Association. Psychology is a multifaceted discipline and includes many sub-fields of study such areas as human development, sports, health, clinical, social behaviour and cognitive processes. Educational psychology is mainly a branch of science which deals with the various ways of human learning and understanding of any particular topic or in general. Educational psychology is new and upcoming field of psychology, that is very much useful in understanding the mentality and their way of learning. It is mainly the study of human brain's memory, conceptual processes and individual differences in conceptualizing new strategies for learning processes. Educational psychology not only includes the learning process of early childhood or as a student, but includes the emotional, cognitive and social processes that are involved in learning throughout one's entire lifetime. Throughout history, a number of figures have played an important role in the development of educational psychology. John Locke is an English philosopher who suggested the concept of tabula rasa, or the idea that the mind is essentially a blank slate at birth that knowledge is then developed through experience and learning. **William James** is An American psychologist who was also known for his series of lectures titled "Talks to Teachers on Psychology," which focused on how teachers could help students learn. **Alfred Binet is a** French psychologist who developed the first intelligence tests. **John Dewey** is an influential American psychologist and educational reformer who wrote extensively about progressive education and the importance of learning through doing. **Jean Piaget** is a Swiss psychologist who is best known for his highly influential theory of cognitive development. **B.F. Skinner is an** American behaviorist who introduced the concept of operational conditioning. His research on reinforcement and punishment continues to play an important role in education today.

Nature of educational psychology:

- **Educational Psychology is a science:** - Like any other science, educational psychology has also developed objective methods of collection of data. It also aims at understanding, predicting and controlling human behaviour.
- **Educational Psychology is a natural science:** - An educational psychologist conducts his investigations, gathers his data and reaches his conclusions in exactly the same manner as physicist or the biologist.
- **Educational psychology is a social science:** - The educational psychologist studies human beings and their sociability.
- **Educational psychology is a positive science:** - Educational psychology studies the child's behaviour as it is, not, as it to be. So it is a positive science.
- **Educational psychology is an applied science:** - It 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 pupils.
- **Educational psychology is a developing or growing science:-** It is concerned with new and ever new researches. As research findings accumulate, educational psychologists get better insight into the child's nature and behaviour.

Objectives:**The general objectives of educational psychology are:**

1. To provide a body of facts and methods which can be used in solving teaching problems.
2. To develop a scientific and problem-solving attitude.
3. To train in thinking psychologically about educational problems.

Perspectives:

- **Behavioural Perspective** - Behaviourism is the theoretical perspective in which learning and behavior are described and explained in terms of stimulus-response relationships. Behaviourists believe that people's behaviours are a result of their interaction with the environment. Specifically, people become conditioned, or moulded, to respond in certain ways based on responses like feedback, praise and rewards.
- **Developmental Perspective** - Our next perspective is the developmental perspective. Developmental psychology is the perspective that studies change that occurs in learners over the course of a long period of time. The developmental perspective encompasses theories that are continuous and discontinuous in nature.
- **Cognitive Perspective** - The next perspective of educational psychology is the cognitive perspective. Cognitive psychology is the theoretical perspective that focuses on learning based on how people perceive, remember, think, speak and problem-solve. The cognitive perspective differs from the behaviourist perspective in two distinct ways.
- **Constructivist Perspective** - Constructivism is a category of learning theory in which emphasis is placed on the agency and prior "knowing" and experience of the learner, and often on the social and cultural determinants of the learning process. Educational psychologists distinguish individual (or psychological) constructivism, identified with Piaget's theory of cognitive development, from social constructivism.

Characteristics of different methods:**Introspection method-**

- The subjects get direct intermediate and intuitive knowledge about the mind.
- The subject has actually to observe his own mental process.

He can not speculate about them.

Observation methods-

- Being a record of actual behavior of the child, it is more reliable.
- It is an excellent source of information about what actually.
- It is a study of an individual in a natural situation.
- The method can be used with children of all ages.
- It can be used in every situation, physical- activities, workshop.
- It is adaptable both to the individuals and the groups. and objective. happens in classroom. more useful than the restricted study in a test situation. child, the easiest it is to observe him. This method has been found very useful with shy children. and classroom situations as well.

Example method-

- Experimental method is the most systematic method or getting reliable data.
- Experimental method enables accurate observations due to controlled condition.
- It allows us to establish cause effect relationship between different phenomena.
- The results obtained are valid and reliable.
- The findings of the experimental method are verifiable by other experiments under identical conditions.
- It helps to protect from the subjective opinions. Hence it proves object information about the problem
- It provides adequate information about the problem.
- In experimental method experiments are conducted under vigorously controlled conditions. The experimenter can control the application and withdrawal of independent variables.
- Experimental method increases ones knowledge or psychological facts in child psychology, social and abnormal psychology. It is rightly said the experimental method has made psychology a science.

Differential method-

- Determine present trends and solve current practical problems.
- Suggests the course of future developments for those who are interested in similar problems.

Case study method-

- Consider the all aspect of the child, highly reliable, suggests remedial measures.

Interview method-

- Enable teacher to tackle everyday classroom problems.
- Superior data collecting device.
- Creates friendly atmosphere.

Psychoanalytic method-

- Useful methods for treating neurotics.
- Only method of knowing the unconscious mind.

Scope of educational psychology:-

- The learner
- The learning process
- The learning situation
- The teaching situation
- Evaluation of learning performance
- The teacher

□ **The learner:**

Educational psychology acquaints us with need of knowing the learner and deals with the techniques of knowing him well. Following are the topics studied included in it: The innate abilities and capabilities of individual differences and their measurements, the overt, covert, conscious as well as unconscious behavior of the learner.

□ **The learning process:**

After knowing the learner and knowing the learning experiences are to be provided, the emerging problem is to help learner in acquiring these learning experience with easy and confident.

□ **Learning situation:**

It also deals with the environment factors and learning situation which come midway between the learner and the teacher. Topics like classroom climate and group dynamics techniques and aids which facilitate learning, evaluation techniques, and practices, guidance and counselling etc. which help in the smooth functioning of the teaching learning process.

□ **Teaching situation:**

It suggests the techniques of teaching. It also helps in deciding what learning situation should be provided by teacher to learner according to his mental and physical age, his previous knowledge and interest level. By describing the learner's characteristics, what teaching aids are appropriate for the particular subject.

□ **Evaluation of learning performance:**

Main objective of education is all-round development of the learner. It includes cognitive, affective and psychomotor aspects of personality. Educational Psychology suggests various tool and techniques for assessment and evaluation such as performance test, oral test and written test. It does not stop at

measurement only, after the testing results of the test are analyzed causes for poor performance, backwardness in any aspect of development is corrected by maladjustment are helped by guidance and counselling study habit, examination techniques and learning styles are analyzed and helped the learner so that he can overcome the difficulties.

□ **The teacher:**

Educational Psychology emphasizes the need of knowing the self 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, help teacher handle the stress, conflict and anxiety by giving insight in their own personality.

Area of focus:-

In today's complex educational system, educational psychologists work with educators, administrators, teachers, and students to learn more about how to help people learn best.

Some of the different topics that educational psychologists are interested in include:

- **Educational Technology:** Looking at how different types of technology can help students learn.
- **Instructional Design:** Designing learning materials.
- **Special Education:** Helping students who may need specialized instruction.
- **Curriculum Development:** Creating curriculums can maximize learning.
- **Organizational Learning:** Studying how people learn in organizational settings.
- **Gifted Learners:** Helping students who are identified as gifted learners.

Survey :-

We have conducted a survey among 100 students to know what the students really want.

The result of the survey is listed below:

- The students were asked what they prefer more online classes or offline classes. 78.8 percentage of the students said they want offline classes. This is because in online classes the student cannot contact physically with their teachers and friends. Online classes are creating a sense of isolation. They long for the campus and the educational environment that school and colleges provide. Most of the house in India cannot provide an appropriate environment to attend online classes because online classes require uninterpreted attention. The internet connection in Indian is too slow to conduct online classes properly. Online classes too much independence to handle.
- **The next question that was asked was what is their opinion on punishment. 67.5 percentage spoke in favour of punishment because** the psychological and physical immediacy of a short, sharp shock is simply the most effective way to affect behaviour change in some circumstances. They believe it should be regulated properly. On the other hand 32.5 percentages believe that **punishment is a form of child abuse both** psychologically and physically. It also sends out the message that violence is socially acceptable, which is entirely the wrong message to be giving out. You can't prevent violence with violence. There is no evidence that schools that use punishment are any more disciplined or orderly than those that don't. If anything, the lasting effects of physical corrections are more negative than positive and undermine the teacher-pupil relationship. Some student believe **punishment is not administered fairly**. Physical discipline fixes a behavioural problem in the short term, but can cause psychological harm or make the child more aggressive in the longer term, according to many child psychologists. Building a trusting relationship and good discipline policy takes time and energy, but is worth it in the long run. Teachers should understand the psychology of the student before punishing them. Punishment has positive impact on some whereas negative impact on another.

- We asked the student what they are more concerned about marks or knowledge. Most of the students answered in favour of marks. The major problem with India is that the so-called “educated” society considers marks as a reflection of the intelligence or smartness of person- not knowledge, but marks. This puts an enormous amount of pressure on the students, especially during the age of 16-18, when their marks are supposed to matter the most. This affects the physical and mental health of students a lot, which is the sole reason for the humongous number of suicides due to the educational industry. Today's students study to score more marks and not to gain more knowledge And how can one blame students when everyone is prejudiced towards the child who attains higher grades when compared to one who really knows the subject? Every school or tuition centre in India seems to have forgotten its basic motto: which is imparting education, in their quest for making students achieve more marks. Students these days are restricted only to textbooks because that is sufficient enough for them to be able to gain the highest possible marks. Hardly 1 percentile of the students go beyond the scope of the textbook to explore and enjoy what they are learning. We are all victims in this mad rat-race for marks. Both teachers and students should remember Marks are temporary; the knowledge that you acquire is permanent.
- 60 percentage of the students were only able to focus and stay on task for an average of three minutes at a time, and nearly all of their distractions came from technology. The major culprit is their smartphone and their laptop, which were providing constant interruptions. We also looked at whether these distractors might predict who was a better student. Not surprisingly, those who stayed on task longer and had study strategies were better students. To reduce their distraction students should Tune out specific distractions as they notice them. Everyone has an optimal time of the day when they get their best work done. During this time focus on your most challenging tasks as this is when we generally feel most alert and productive. It is no surprise that research shows that cramming is not the most optimal way to study. By reading and reviewing information every week student learn a lot more than by cramming the night before an exam. In psychology, there are

different levels of processing material, ranging from shallow to deep. Shallow processing would be memorising something while deep processing is about making a connection with the material thus making it meaningful to the student. Taking a scheduled study break can actually assist with minimising distraction and maximising studying. Writing while reading helps to retain more information in our brain. Blue colour helps to increase concentration. Drinking Coffee or green tea is during studying help in memorizing the information better.

- 58 percentage of the student believe working in team because Teamwork helps in increasing collaboration and has a scope for brainstorming, which results in getting more ideas. Therefore there is a growth in productivity. Group work helps to solve complex problems and to complete difficult tasks, the team works better than an individual. One can improve their skills while working in a team, as a team will be having people with different skills and abilities. helps to improve your communication skills. On the another hand other student are of an opinion that while working in a team, conflicts might occur in case when one person works less than the other. When working as a team, a lot of meetings need to be scheduled. But in case if not handled properly can result in loss of time and decreases the efficiency of the team. Decision-making process will be prolonged and delayed. One need not depend on others and also can decide things independently. There is no interference from others. Teachers should make the students work in a team because it is important for the character development of a student. 53.8 percentage of student prefer because in many cases a student may very well know the answer to a question but they are unable to recall it due to issues with memory or feeling pressurised in an exam situation. Seeing the answer could well trigger the memory to enable a correct answer to be given. Multiple-choice questions are short and sharp which means that more of them can be posed in a test situation to give a student a more thorough examination of how much they understand about a given subject. During Online examination students prefer multiple-choice question because they help them to concentrate on a test. 46.2 percentages believe that with multiple-choice questions the student can get the answer right with a lucky guess. Essay type of question enables a student to

- demonstrate their depth of understanding about a given subject Answers can vary in length but students know they need to know a lot about subjects to be able to respond creatively, usually with an essay which gives a discussion- style response.

- Teachers can alter student behaviour by systematically rewarding students who follow classroom rules with praise, stars, or tokens exchangeable for sundry items. Despite the demonstrated efficacy of awards in changing behaviour, 10 percentage of student believe that praise and other rewards undermine intrinsic motivation. There is evidence that tangible rewards decrease intrinsic motivation in specific situations, such as when the student already has a high level of intrinsic motivation to perform the goal behaviour.

- Smart classroom are better than normal classroom because digital tools help the students to understand the topic better. Smart classroom provide an interactive environment to favour better learning. Smart classes are a perfect solution to the environmental hazards that are posed by the conventional methodology of education. Smart classrooms A Perfect Option for Students with Different IQs. It adds a fun element to learning. In spite of having so many advantages 48 percentage of the student preferred normal classroom because the students in India are still unaware of the advantages of smart class. It is high time for India to implement smart classroom in each and every school and colleges so that the students can utilize it to the fullest.

What are the changes we want in education system?

There are several issues that the Indian education system is grappled with. There are still several issues which are required to be taken care of. Few changes that Indian education system needs are as follows:

- Marks still continue to play the most important card in deciding the future of children and this often comes down upon students as a burdening factor. The pressure of marks often makes students underperform. Instead of focusing the evaluation on a three-hour exam, the focus of evaluation should be classroom participation by a student, projects, communication and leadership skills and extra-curricular activities
- We continue to survive in the education system where science stream topples the stream hierarchy. Students are pushed to become a machine which only goes for high-profile subjects and subjects like languages, communications, arts are looked down and are not considered high-profile. Students should rather be pushed to pursue the subject that they like instead of creating a differentiation between subjects
- Teachers should be trained in a way that they can act as parents to the children away from their homes. While teaching, they should create a congenial and home-like atmosphere where students can feel the empathy and love in the classroom and which can then be reflected in their behaviours.
- Students must be taught about technology right from the early years of their education so that it does not come like an alien thing in their later times.
- Indian schools must embrace technology and education with an open heart and propagate the same to the students as it is there, where their future lies.
- Indian education needs to realize that the absorption power of every student cannot be the same. Hence, the teaching method also cannot remain the same for every student in a class of 30. Some students have faster learning pace and some are slow. Teachers must have a keen eye on observing each of their students. While it is not humanly possible for a single teacher to pay attention to every student, schools must start looking at the use of technologies like artificial intelligence and chatbots who can become the helping hand to the teachers as well as students.

- Indian education system focuses more on theoretical education than practical education .Students are kept in a bubble during their learning years. It becomes very difficult for them to cope with the harsh real world during their later years. Due to this many lack the professional skills required in their work place. Students want to be acquainted with the real world in person as soon as possible so that they face no problem in their later years.

Conclusion:-

Analysis reveals that educational psychology in India is struggling for a respectable place in the psychology curricula. Despite the fact that it has been included as a foundation course in education curricula, the course of study is characterized by an arbitrary selection of topics and stereotypic, inappropriate, outdated contents. Fewer research studies are conducted in educational psychology than in some other branches of psychology in India. A lack of in-depth analysis of the research problems and of collaborative efforts, a failure to keep up with recent international research and theorizing, an excessive use of the questionnaire method with easily available respondents, and instrument-dependent research are some of the characteristics of educational psychology research in India. To make educational psychology more responsive to the changing social needs, suggestions are made regarding changing the orientation and emphasis in the teaching of the discipline, and altering research priorities within the framework of the country's historical and sociocultural contexts.

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