APPLICATION OF EDUCATIONAL PSYCHOLOGY PRINCIPLES IN CLASSROOM ENVIRONMENT AT SECONDARY SCHOOLS OF GUJRANWALA, PUNJAB PAKISTAN

Ejaz AHMAD MIRZA[1]*, Zia AHMAD QAMAR[2], Naseer AHMED[3], Dr. Iftikhar AHMAD BAIG[4]

[1] Ph.D Edcation Scholar, Education officer, Quaid e Azam Academcy For Educational Development Punjab Government of the Punjab, Lahore, Pakistan.
[2] Teacher Govt High school no 1 Haveli Lakha Distt Okara, Pakistan.
[3] M.Phil Education, Education Department, Punjab University, Pakistan.
[4] HOD Education Department, Univesity of Lahore, Lahore, Pakistan.

*Corresponding Author

ABSTRACT

The study was aimed to explore the factors affecting the implementation of the principles of educational psychology in an actual classroom environment at secondary level. A quantitative design was used in this study. A descriptive survey design was employed for seeking the opinions of teachers about the factors effecting the implementation of the principles of educational psychology in the classroom environment. All the 1042 male and female teachers teaching at secondary level constituted the population of this research study. Stratified random sampling technique was used to select the sample from the population. A sample of 314 male and female teachers teaching at secondary school level was selected on the basis of non-proportional stratified sampling in the four tehsils of Gujranwala District. There were finally 31 question items of the research instrument. Both types of statistics, descriptive and inferential were used to analyze the data. Frequency distribution was used to analyze the opinions of the respondents. Independent sample t-test was also used to analyze the differences between the gender and living area of the respondents. It was concluded that there was no classroom policy, no mechanism to deal with students' affairs, demotivated teachers, individual differences of students, no training to deal with aggressive learners, no timely feedback to learners and the overcrowded classrooms etc which were the major hurdles in the implementation of the principles of educational psychology in the actual classroom setting. There was a question mark on the knowledge of the teachers regarding educational psychology. Therefore, it was highly recommended by the researcher that there should be a proper classroom policy, teacher training programs, proper students teachers ratio, school facilities, pedagogical skills; and teachers need to apply psychological principles to deal with students effectively.

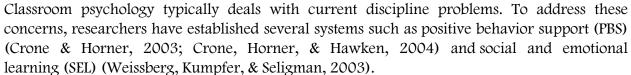*Keywords*: *Gugranwala Punjab, Psycholoogy, Classroom, Secondary Schools*

INTRODUCTION

Classroom psychology is the procedure by which instructors keep up suitable conduct of understudies in classroom settings. The constancy of the authorization of standards of instructive brain science is to enhance the quality and standard of showing learning process in genuine classroom condition. While then again the investigation of variables influencing the execution of the standards of instructive brain science in real classroom condition is additionally vital (Sabornie & T.Emmer, 2015). Successful mental standards work crosswise over practically all branches of knowledge and grade levels (Brophy and Lewis, 2006).

Above all, mental standard of clear, illustrative and auspicious input to understudies improves their learning. The second rule of instructive brain science is the understudies' self control that

helps them in learning process whether in the genuine classroom or outside the classroom. The third and most critical guideline of understudies' learning includes the idea that they perform better when they are more inherently than outwardly propelled to accomplish something. Understudies endure even with testing errands and process infornmation all the more profoundly when they embrace dominance goals(MG,s) as opposed to execution goals(PG,s). Relational connections and comminications are basic to both the educating learnig process and the social passionate advancement of understudies (Anderman, and Anderman, 2009).   This study intended to find factors that create hurdles in the proper implementation of psychological principles of education at secondary level in Pakistan and in the world that has been little explored by the researchers.

Classroom psychology is effective because it increases the students' success by creating an orderly learning environment that enhances the students' academic skills and competencies, as well as their social and emotional development. Classroom psychology is most effective when it adheres to three basic principles of educational psychology 1) Emphasizing the students' expectations for behavior and learning; 2) Promoting active learning and students' involvement, 3) Identifying the students' important behaviors for success (Brophy, 2004). More specifically a) What behaviors are required to reach the goals of learning activities? What implications does a particular learning activity have for students roles? And c) How will the teacher prepare the students to take on these roles?

Classroom psychology typically deals with current discipline problems. To address these concerns, researchers have established several systems such as positive behavior support (PBS) (Crone & Horner, 2003; Crone, Horner, & Hawken, 2004) and social and emotional learning (SEL) (Weissberg, Kumpfer, & Seligman, 2003).

This study might be helpful for students, teachers, headteachers, policy makers, stakeholders, curriculum developers, and teacher training institutions as well. Students may enhance their learning and peer interactions. Teachers may enhance their professional growth, sstrength and capacity building. They may get knowledge regarding needs, interests, individual differences,understanding level and IQ level of their learners properly. Head teachers may get advantage in terms of overall good school discipline and management. Various stakeholders may get advantage to achieve their pre planned goals and objectives to improve the quality of education. Curriculum developers may include the activities in curriculum development processes based on the principles of educational psychology. Teacher training institutions may make use of these principles in their training contents to improve the standard of their trainings. Policies of policy makers may comprise the strategies having the qualities of these principles. The study may be helpful to motivate the teachers to apply those principles to teach various subjects at secondary level so that the quality of teaching learning process may be enhanced. It would also be helpful to know the comparison of results where those principles are applied and where these are not practised. It would support and maintain the interest of teachers while teaching.

LITERATURE REVIEW

Educational psychology is a part of brain science that works in understanding educating and learning in instructive settings. Both science and practice have assumed essential jobs in instructive brain research (Shuell, 1996).

The field includes hypotheses and research sutdies on brain covering all hypotheses and research straightforwardly made and led by the instructive analysts, and the down to earth encounters of the instructors. For instance, the hypotheses of Jean Piaget and Lev Vygotsky were not made with an end goal to illuminate instructors about approaches to teach kids. However, considering physical and cognitive development, both of these speculations may have numerous applications that can control the teachers' instructing. Different scholars and specialists in instructive brain research have tied their exercises all the more straightforwardly to learning and educating in schools. For instance, in the wake of completing a two-year investigation of 12 optional schools in British Columbia, Alberta, and Quebec (Henchey, 2001), bits of knowledge about school and instructor rehearses that advance high accomplishment for low-pay understudies have been offerred. Their discoveries underscored the significance of holding inspirational frames of mind and exclusive requirements for understudies, an attention on scholar accomplishment and great educating, organized classroom guidance, "conventional" guidelines of conduct, and a feeling of commitment and having a place among educators and understudies. Instructive clinicians additionally perceived that educating sometimes must leave from logical formulas, requiring impromptu creation and suddenness (Gage, 1978).

There has been a lively discussion about how much educating can be founded on science versus its amount of workmanship. As a branch of science, the point of instructive brain science is giving the teachers investigated information that they can adequately apply to educating circumstances. In any case, logical information alone can't advise the teachers pretty much, the majority of the instructing circumstances that they will experience, and this is the place which shows instructive brain research is a workmanship. The teachers should make some critical decisions in the classroom depending on their own abilities and encounters just as the aggregated knowledge of different educators. As can be seen vividly, those decisions regularly happen in a classroom and are mind boggling and quick paced.

Instructive brain research is a part of the brain science in which the discoveries of brain research are connected in the field of training. It is the logical investigation of human conduct in an instructive setting (Newble & Hejka, 2001). Scarlett (2008) announced that the instructive brain research is a conduct science with two fundamental references– human conduct and training.

Instruction by all methods is an endeavor to form and shape the conduct of the understudy. It plans to create attractive changes in him for the inside and outside advancement of his identity (Schrader, 1990). The fundamental learning and expertise to carry out this responsibility palatably has been provided by educational psychology.

Along these lines crafted by the educational psychologists, let's consider a case of an Engineer, who is a specialized master. The Engineer supplies all the information and ability fundamental for the achievement of the activity palatably for instance, the development of an extension (Pashler, Bain, Bottge, Graesser, Koedinger, McDaniel, and Metcalfe, 2007).

As Pianta, and Stuhlman, (2004) clarified, the instructive psychologist, who is a specialized master in the field of education, supplies all the data, standards and systems basic for understanding the conduct of the students in the light of instructive condition and changes his conduct to acquire an overall advancement of his identity.

Along these lines, it is very sensible to call educational psychology as a science and innovation of education. In this manner, educational psychology is principally concerned with understanding the procedures of instructing and discovering that occur inside formal situations, and creating methods for enhancing those techniques. It covers critical points like learning speculations; showing techniques; inspiration; subjective, enthusiastic, and moral improvement; and parent-tyke connections (Plucker, Beghetto, and Dow, 2004).

So, it is the logical order that tends to the inquiries: "For what reason do a few understudies adapt more than others?" and "What should be possible to do in order to enhance their learning?" (Runco & Pritzker, 2011).

The Goals of Educational Psychology

Educational psychology research is a tremendous scene that a whole book is needed to portray it. In this presentation, the authors investigated the subject of the field of instructive brain research, looked at the idea of educating, and thought about what is associated with being a powerful instructor.

Exploring the Field of Educational Psychology

The field of instructive brain science was established by a few pioneers in brain science just before the beginning of the twentieth century. One of those pioneers was William James (2014). Not long after propelling the primary brain science course book, Principles of Psychology, he gave a progression of addresses called Talks to Teachers (James, 2014) in which he examined the utilizations of brain science in instructing kids. James (2014) contended that research center brain science trying regularly can't reveal how to successfully instruct kids. He contended for the significance of watching, instructing, and learning in classrooms for enhancing the training. One of his proposals was to begin les-children at a point just past the tykes' dimension of information and comprehension, so as to extend the youngsters' brain.

A second real figure in molding the field of instructive brain research was John Dewey (1859–1952), who turned into a main thrust in the commonsense utilization of brain science. Dewey set up a major instructive brain science lab in the United States, at the University of Chicago in 1894.

Numerous imperative plans have been done by John Dewey. To start with, he was the first who introduced the perspective of the youngster as a functioning student. Before Dewey, it was trusted that kids ought to sit discreetly in their seats and inactively learn in a repetition way. Conversely, Dewey trusted that youngsters adapt best by doing. Secondly, it was Dewey who suggested that training should concentrate the overall kid, and underscored the youngsters' adjustment to the earth. Dewey trusted that youngsters ought not be barely taught in scholarly themes, but rather ought to figure out how to think, and adjust to the world outside the school. He particularly declared that kids ought to figure out how to be intelligent issue solvers. Thirdly, Dewey declared the conviction that all kids have the right to have a skillful training. This equitable perfect was not set up at the start of Dewey's vocation in the last piece of the nineteenth century, when the instruction was saved for a little bit of kids, a significant number of whom were young men from well off families. Dewey was one of the powerful psychologist– teachers who pushed for a skillful training for all youngsters including young ladies and young men, just as kids from various financial and ethnic gatherings.

Another pioneer was E. L. Thorndike (1874-1949), who started an accentuation of the evaluation and estimation, and advanced the logical underpinnings of learning. Thorndike

contended that a standout amongst tutoring's most vital errands is to sharpen the youngsters' thinking abilities, and he exceeded the expectations at demanding and doing logical investigations of educating and learning (Beatty, 1998).

Nature of educational psychology

W.A. Kelly (1965) recorded the idea of Educational Psychology as pursues:

i. To give information on the idea of the tyke.
ii. To give comprehension of the nature, points and motivations behind training
iii. To give comprehension of the logical strategies and methodologies which have been utilized in landing the actualities and standards of the instructive brain science.
iv. To introduce the standards and systems of instructing and learning.
v. To prepare techniques for estimating capacities and accomplishments in school subjects.
vi. To provide the development and improvement of kids.
vii. To aid in making better changes in youngsters and to assist them in preventing maladjustment.
viii. To consider the instructive hugeness and control of feelings.
ix. To give a comprehension of the standards and methods for the right preparation.

In this way, instructive brain science is a connected, positive, social, explicit and viable science. While general science manages the conduct of the people in different circles, instructive brain research considers the conduct of the people just in an instructive circle (Rimm-Kaufman, Baroody, Larsen, Curby, and Abry, 2015).

Principles of educational psychology in educational setting

Lucariello, Graham, Nastasi, Dwyer, Skiba, Plucker, Pitoniak, Brabeck, DeMarie, and Pritzker (2015) gave the accompanying twenty standards of instructive brain science for the positive outcome arranged in learning strategies which have been given below:

1) Students' convictions or observations about the insights and capacitites influence their subjective unctioning and learning, 2) What understudies definitely know influence their learning, 3) Students' intellectual advancement and learning are not restricted by general phases of improvement, 4) Learning depends on setting, so summing up and figuring out new settings should not be unconstrained yet rather should be encouraged, 5) Getting information and expertise is to a great extent reliant on training, 6) Clear, illustrative, and auspicious input to understudies is imperative for learning, 7) Understudies' self-direction helps learning, and the self-administrative aptitudes can be educated, 8) Understudies' innovativeness can be cultivated, 9) Understudies will in general appreciate learning and perform better when they are more naturally rather than extraneously roused to accomplish, 10) Understudies continue even with testing assignments and process data more profoundly when they embrace authority objectives as opposed to execution objectives, 11) Instructors' assumptions regarding their understudies influence the understudies' chances to learn, their inspirations, and their learning results, 12) Defining objectives that are proximal, explicit, and modestly difficult upgrade the inspirations more than building up objectives that are distal, general, and excessively difficult, 13) Learning is arranged inside numerous social settings, 14) Relational connections and correspondence are basic to both showing learning processes and the social-passionate improvement of understudies, 15) Candid prosperity impacts on the instructive execution, learning and improvement, 16) Desires for classroom lead and social collaboration are found

out and can be shown utilizing demonstrated standards of conduct and successful classroom guidance, 17) Viable classroom executions depend on (a) setting and conveying elevated requirements, (b) reliably sustaining positive connections, and (c) giving an abnormal state of understudies' bolster, 18) Developmental and summative appraisals are both essential and valuable yet require distinctive methodologies and elucidations, 19) Understudies' abilities, learning, and capacities are best estimated by evaluation forms grounded in mental science with very much characterized principles for quality and decency, and 20) Comprehending and evaluating information rely upon clear, suitable, and reasonable translation.

This study was conducted to find out the factors affectcing the implementation of principles of educational psychology in an actual classroom enviornment at secondary level. The followings were the objectives of this research study: 1) To access the extent to which principles of educational psychology and learning are implemented in the classroom, 2) To identify the barriers in the implementation of principles of educational psychology in an actual classroom environment, 3) To identify the best practices of classroom psychology which are meeting the principles of educational psychology, 4) To differentiate gender wise barriers in the implementation of principles of educational psychology, 5) To differentiate the implementation of principles of educational psychology on the basis of professionsl qualifiqation of the teachers, and 6) To provide the suggestions and remedies for the implementation of the principles of educational psychology in the classroom environment.

The following were the research questions for this research study: 1) What are the barriers in the implementation of principles of educational psychology in an actual classroom environment?, 2) What are the best practices of classroom psychology which are meeting the principles of educational psychology?, 3) Does gender cause barriers in the implementation of principles of educational psychology?, 4) Does professional qualification make differences in the implementation of principles of educational psychology?

Research Design

A quantitative design was used in this study. A descriptive survey research design was employed for seeking the opinions of teachers about the factors affecting the implementation of the principles of educational psychology in an actual classroom environment at secondary level in district Gujranwala.

Population

All the 1042 male and female teachers teaching at secondary level constituted the population of this research study in Gujranwala District.

Sampling of the study

Stratified random sampling technique was used to select the representative sample from the population. A representative sample size of 314 teachers included 163 male and 151 female teachers teaching at secondary level, was selected on the basis of non-proportional stratified sampling in the four tehsils of district Gujranwala. Moreover, geographical distribution was also made in which 214 male and female teachers were from rural secondary schools, while 100 male and female teachers were from urban secondary school areas.

The Research Instrument

After the survey of the related writing, it was discovered that 3-point Likert scale was the most reasonable instrument for this exploration. A self created research survey was utilized for

getting the suppositions of the instructors in regards to the elements influencing the execution of the mental standards in the real classroom enviornment.

The survey was produced covering the two segments. The first area contained the statistic data, for example, sex, habitation, scholastic and expert capability, age, experience, monthly pay and so on, and the other segment contained the things identified with the components influencing the execution of the standards of instructive brain science in a real classroom condition at the optional dimension.

Development of Research Instrument

Questionnaires were used as instruments to attain relevant data and information which consisted of (31) close ended questions. The questionnaire was administered to find out the factors affecting the implementation of principles of educational psychology in an actual classroom environrment at the secondary level. The questionnaire was based on 3-point likert scale.

Validity of the Research Instruments

The research questionnaire was given to the panel of specialists. The specialists completely analyzed the created the questionnaire, and gave their assessments about every thing. They assessed that numbers 6, 10, 15, 21, 22, 28, 35, were not appropriate, and the researcher overlooked the proposed things from the examination instrument. There was an agreement among them that poll was substantial for the examination.

Reliability of Research Instrument

As the researcher himself developed the research instrument, so it was necessary to find out the reliability of the research questionnaire. Therefore, the coefficient of Crownbach's Alpha test was used to find out the reliability of the research tool.

Table 1. The coefficient of Crownbach's Alpha

Cronbach's Alpha	No of Items
.79	31

The reliability analysis of the research instrument was found, with the Cronbach's alpha which value was 0.79, this was above 0.7, and indicated that the instrument had high reliability.

METHOD OF DATA COLLECTION

The researchers collected the data through a self made questionnaire to find out the factors affecting the implementation of the principles of educational psychology in actual classroom enviornment at the secondary level in the district of Gujranwala.

The data was gathered by a scientist through face to face visits with the chosen instructors of the male and female auxiliary schools with the assistance of some of the companions and partners. The head instructors and teachers were reached, and the motivation behind the examination was clarified, and the privacy was assured. Their assent was likewise taken for accumulating the information.

Each of the respondents was assured that their given information would be utilized just for the research purpose. The respondents were asked not to compose their points of interest on the off chance that they were not willing, as well their names and their fathers' name and so on, on

the survey. In the wake of evacuating all perplexities with respect to secrecy and so on, the respondents looked loose and brave, and were prepared for giving reactions for the information needed. Later on, the questionnairs were given to the male and female auxiliary teachers to get their reactions.

Administration of Research Instrument

After preparing the research instrument, the instrument was administered by the researcher himself to the teachers who were teaching in public sector schools at secondary level to obtain the responses and opinions about the mentioned title of research regarding the implementation of the psycholgical principles at the secondary level. Verbal clarification was done for the purpose behind the investigation, the structure of the survey just as the significance of giving reasonable feelings regarding the implementation of the psychological principles in the actual classroom setting.

Statistical Treatment

After gathering the information, the scoring was made and entered into the PC. (SPSS) programming was utilized to examine the information. Both sorts of measurements, distinct and inferential, were utilized to analyze the information. Recurrence appropriation was utilized to dissect the sentiments of the respondents. Autonomous example t-test was likewise used to investigate the contrasts between the sex, conjugal status, living region, and employment areas of the respondents. The results were classified and deciphered, and the discoveries were made based on the investigation. At that point, a specialist made proposals based on the discoveries.

Table 2. Educational Factors

Sr. No	Item	Yes f(%)	Sometimes f(%)	No f(%)
1	Does your school have a policy of classroom discipline?	70 (23)	34(11)	210(67)
2	Does your school have a mechanism to deal with the students' affairs?	50(16)	66(21)	198(63)
3	Do the teachers deal with the students' abnormalities?	60(19)	93(30)	161(51)
4	Do the teachers have proper knowledge regarding the principles of educational psychology?	40(13)	72(23)	202(64)
5	Do the teachers have appropriate knowledge about learning theories?	55(18)	41(13)	218(69)
6	Does the education department provide the necessary resources for learning?	60(19)	74(24)	180(57)
7	Does the head teacher guide in the implementation of principles of educational psychology?	28(9)	65(20)	221(70)
8	Does the head teacher maintain school environment that is favorable for the teaching learning process?	40(13)	66(21)	208(66)
9	Does the head teacher regularly evaluate the instructional methods?	35(11)	73(23)	206(66)
10	Does the head teacher discuss classroom affairs with the teachers?	62(20)	82(26)	170(54)
11	Does the head teacher take necessary steps to facilitate the teachers' professional growth?	31(10)	60(19)	223(71)

12	Does the head teacher encourage innovative ideas of the teachers?	64(20)	53(17)	197(63)
13	Does the lack of teaching staff demotivate teachers from teaching?	205(65)	72(23)	37(12)

Table 3. Psychological Factors

Sr. No	Item	Yes f(%)	Sometimes f(%)	No f(%)
1	Does the teacher encounter the individual differences during teaching?	52(17)	80(25)	182(58)
2	Do the teachers plan their lessons according to the psychological needs of the learners?	77(25)	79(25)	158(50)
3	Do the teachers prefer student-centered teaching styles?	63(20)	91(29)	160(51)
4	Do the teachers design activities to engage their students?	77(25)	75(24)	162(52)
5	Is the time table designed as per the psychological needs of the learners?	45(14)	85(27)	184(59)
6	Do the teachers plan their lessons according to the mental level of his learners?	79(25)	75(24)	160(51)
7	Do the teachers keep in mind the interest level of his learners during the lesson delivery?	80(25)	77(25)	157(50)
8	Do the teachers deal with aggressive learners psychologically during the lessons?	80(25)	77(25)	157(50)
9	Do the teachers believe that what students already know affects their learning?	79(25)	95(30)	140(49)
10	Do you provide timely feedback to the students?	125(40)	90(29)	99(32)
11	Do you intrinsically and extrinsically motivate the students for better learning?	139(44)	97(31)	78(25)
12	Do you care for the interpersonal relationships?	160(51)	74(24)	80(25)
13	Do you care for the emotional well-being of the students?	154(49)	101(32)	59(19)
14	Do you believe in the effective classroom management?	295(94)	15(5)	4(1)
15	Do the teachers motivate the learners before and after the lessons?	284(90)	23(7)	7(2)

Data Analysis

Table 4. General Factors

Sr. No	Item	Yes f(%)	Sometimes f(%)	No f(%)
1	Do you think that school is overcrowded and the classrooms are under furnished?	231(74)	50(16)	33(10)
2	Is the curriculum overburdened?	271(86)	22(7)	21(7)
3	Are you overburdened with respect to the teaching load?	230(73)	58(18)	26(8)

FINDINGS

The followings were the findings of the study:

- The majority (67%) of the teachers were of the view that there was no policy of classroom discipline in their schools.
- The majority (63%) of the teachers responded that their schools had no mechanism to deal with the students' affairs.
- The majority (51%) of the teachers were of the view that the teachers did not deal with the students' abnormalities.
- The majority (64%) of the teachers responded that the teachers did not have proper knowledge regarding the principles of educational psychology.
- The majority (69%) of the teachers were of the view that the teachers did not have appropriate knowledge about the learning theories.
- The majority(57%) of the teachers were of the view that the education department did not provide the necessary resources for learning.
- The majority (70%) of the teachers responded that the head teachers did not guide in the implementation of the principles of educational psychology.
- The majority (66%) of the teachers responded that the head teachers did not maintain the school environment to be favourable for teaching learning process.
- The majority (66%) of the respondents responded that the head teachers did not evaluate the instructional methods regularly.
- The majority (54%) of the respondents were of the view that the head teachers did not discuss the classroom affairs with the teachers.
- The majority (71%) of the respondents responded that the head teachers did not take the necessary steps to facilitate the teachers' professional growth.
- The majority (63%) of the teachers responded that the head teachers did not encourage the innovative ideas of the teachers.
- The majority (65%) of the respondents responded that the lack of teaching staff demotivated the teachers to teach.
- The majority (58%) of the teachers were of the view that they did not encounter the individual differences during teaching.
- The majority (50%) of the teachers responded that the teachers did not plan their lessons according to the psychological needs of the learners.
- The majority (51%) of the teachers responded that the teachers did not prefer the student-centered teaching styles.
- The majority (52%) of the respondents responded that the teachers did not design activities to engage their students.
- The majority (59%) of the teachers responded that they did not design the time table as per the psychological needs of the learners.

- The majority (51%) of the teachers were of the view that teachers did not plan their lessons according to the mental level of their learners.
- The majority (50%) of the teachers responded that they did not keep in mind the interest level of their learners during the lesson delivery.
- The majority (50%) of the teachers responded that they did not deal the aggressive learners psychologically during the lesson.
- The majority (49%) of the respondents responded that the teachers did not believe that what students already knew affected their learning.
- The majority (40%) of the respondents responded that they provided timely feedback to the students. 32% responded No, while 29% responded Sometimes
- The majority (44%) of the teachers responded that they intrinsically and extrinsically motivated the students for better learning.
- The majoriy (51%) of the teachers responded that they used care for the interpersonal relationships.
- The majority (49%) of the teachers were of the view that they used care for the emotional well-being of the students.
- The majority (94%) of the teachers were of the view that they believed in effective classroom management.
- The majority (90%) of the teachers were of the view that they motivated the learners before and after the lessons.
- The majority (74%) of the teachers responded that the schools were overcrowded and the classrooms were under furnished.
- The majority (86%) of the teachers responded yes that the curriculum was overburdened.
- The majority (73%0 of the teachers were of the view that they were overburdened with respect to the teaching load.

CONCLUSION

In the light of the analyzed data, these conclusions were drawn that there was no policy of classroom discipline, necessary resources of learning, mechanism in the schools to deal with the students' affairs and abnormalities. There was the lack of the teachers' knowledge regarding the principles of educational psychology, learning styles, and necessary resources for learning.

Head teachers did not guide in the implementation of the principles of educational psychology, did not maintain school environment as favourable for teaching learning process, did not regularly evaluate the instructional methods, did not have discussions about classroom affairs with the teachers, did not take necessary steps to facilitate the teachers' professional growth, did not encourage the innovative ideas of the teachers, and there was a lack of teaching staff motivation for the effective teaching.

Teachers did not consider the individual differences during teaching, did not plan their lessons, did not prefer the student-centered teaching styles, did not design activities to engage their students, did not deal aggressive learners psychologically, did not keep in mind the

interest level of their learners during the lesson delivery, and did not believe that what students already knew would affect their learning.

Teachers cared for interpersonal relationships, emotional well-being of students, and effective classroom management, and provided timely feedback to the students, intrinsically and extrinsically motivated the students for better learning, and motivated the learners before and after the lessons. Moreover, the schools were overcrowded, and the classrooms were under furnished, the curriculum was overburdened, and the teachers were overburdened with respect to the teaching load.

Recommendations

Education department should provide basic and necessary resources for the teaching learning process. Educators must have the knowledge of individual differences of their students. Student-centered teaching is strongly recommended by the educational psychology, therefore it should also be preferred by the teachers. School timetable should be arranged and developed as per the psychological needs of the learners, and relevant activities should also be managed to engage the learners. Timely feedback to learners is essential for further and in-time measures, so it should be observed seriously. Teachers should contribute for emotional well-being of their learners. Classroom environment should be friendly enough and democratic to achieve this goal.

References

Anderman, L. H., & Anderman, E. M. (2009). Oriented towards mastery: Promoting positive motivational goals for students. In R. Gilman, E. S. Huebner, & M. Furlong (Eds.), Handbook of positive psychology in the schools (pp. 161–173). New York, NY: Routledge.

Beatty, B. (1998). From laws of learning to a science of values: Efficiency and morality in Thorndike's educational psychology. American Psychologist, 53(10), 1145-1152.

Brophy & Lewis, (2006). Educational assessment knowledge and skills for teachers. Educational Measurement: Issues and Practice, 30(1), 3–12.

Brophy, J. (2004). Motivating students to learn. Mahwah, NJ: Erlbaum.

Crone, D. A., & Horner, R. H. (2003). Building Positive Behavior Support Systems in Schools; Functional Behavioral Assessment. New York, NY: Guilford Press.

Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). Responding to problem behavior in schools: The behavior education program. New York: Guilford Press.

Gage,F.H. & Lieberman, A.F. A multivariate analysis of social dominance in children.Wiley Online Library. 1978. 4 (3). Pages 219-229.

Henchey, N. (2001) Schools that Make a Difference: Final Report Twelve Canadian Secondary Schools in Low Income Settings, Kelowna, B.C.: Society for the Advancement of Excellence in Education.

James, S. (2014). The influence of approach and avoidance goals on conceptual change. Journal of Educational Research, 107(4), 312–325. doi:10.1080/00220671.2013.807492

Kelly, W.A.1965. Educational psychology. Milwaukee, Bruce Pub. Co. Milwaukee.

Lucariello, J. Graham,S. Nastasi, B. Dwyer, C. Skiba, R. Plucker, J. Pitoniak, M. Brabeck, M. DeMarie, D. and Pritzker,S. 2015.Top 20 Principles from Psychology for PreK-12 Teaching and Learning. American Psychological Association. Washington, DC. 38pages.

Newble, D., & Hejka, E. J. (2001). Approaches to learning of medical students and practicing physicians: Some empirical evidence and its implication for medical education. Educational Psychology, 11, 333-342.

Pashler, H., Bain, P. M., Bottge, B. A., Graesser, A., Koedinger, K. R., McDaniel, M., & Metcalfe, J. (2007). Organizing instruction and study to improve student learning (NCER 2007-2004). Wash-ington, DC: U.S.

Pianta, R. C., & Stuhlman, M. W. (2004). Teacher–child relationships and children's success in the first years of school. School Psychology Review, 33(3), 444–458.

Plucker, Jonathan & A. Beghetto, Ronald & Dow, Gayle. (2004). Why Isn't Creativity More Important to Educational Psychologists? Potentials, Pitfalls, and Future Directions in Creativity Research. Educational Psychologist. 39. 83-96. 10.1207/s15326985ep3902_1.

Rimm-Kaufman, S. E., Baroody, A. E., Larsen, R. A. A., Curby, T. W., & Abry, T. (2015). To what extent do teacher–student interaction quality and student gender contribute to fifth graders' engagement in mathematics learning? Journal of Educational Psychology, 107(1), 170-185.

Runco, M. A., & Pritzker, S. R. (Eds.). (2011). Encyclopedia of Creativity, Two-Volume Set, Second Edition (2 edition). Boston, MA: Academic Press.

Sabornie, E & T. Emmer, E. (2015). Handbook of Classroom Management. 2nd Edition. New York : Routledge, Taylor & Francis Group.

Scarlett, W.G. (2008). Trouble in the Classroom: Managing the Behavior Problems of Young Children. San Francisco: Jossey-Bass Publishers.

Schrader, D.(1990). The Legacy of Lawrence Kohlberg. San Francisco: Jossey- Bass Inc., Publishers.

Shuell, T. J. (1996). Teaching and Learning in a Classroom Context. In D. C. Berliner, & R. C. Calfee (Eds.), Handbook of Educational Psychology (pp. 726-764). New York: Macmilan.

Weissberg, Kumpfer & Seligman. (2003). Investigating classroom and schoollearning environments: a review of recent research and developments in the field. Journal of Classroom Interaction, 26(2), 1-4.