



Educational Psychology and Its Role in EFL Teachers' Professional Development: Insights from Karachi's Private College Instructors

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Abstract

The evolving demands of modern education require teachers to enhance their effectiveness through professional development, with educational psychology playing a pivotal role. This study investigates the influence of educational psychology on the professional development of English as a Foreign Language (EFL) teachers in Karachi's private colleges. Data were collected through interviews with ten college teachers lacking formal educational psychology training. Using a phenomenological approach, responses were recorded, transcribed, and coded for thematic analysis. The findings highlight that knowledge of educational psychology is essential for both teachers and students, as it equips educators to understand diverse learning styles and employ psychological tools to facilitate effective learning. Furthermore, it encourages teachers to adopt appropriate strategies to cater to individual learner needs, fostering a conducive learning environment. Educational psychology enables the integration of varied teaching techniques and essential 21st-century skills, ultimately shaping teacher and student behavior to enhance educational outcomes. This study underscores the critical role of educational psychology in elevating teaching and learning experiences.

Key Words: Teacher, Professional Development, Educational Psychology



Introduction

Education and psychology are the two sides of the same coin. Education psychology is mandatory to understand the learner. Psychology gives theoretical concepts of individual differences. It elaborates that every child possesses different learning styles and pace. Nezhad & Vahedi (2011) argued that psychology has made tremendous change in classroom teaching and learning and brought new spirit to education. Education psychology is vital for education in modern era. Educational psychology assists the teacher to teach where and how? It meets the 21st century teachers' professional needs.

Azura et al. (2022) stated that teachers without knowing the learners actual state of mind use to apply inappropriate teaching methods which make them boring. Here educational psychology plays a vital role to practice effective learning techniques as per learners need.

Mudi (2024) explored the pivotal role of educational psychology in education addressing the students' anxiety and stress affecting academic performance. Educational psychology plays a vital role in inculcating cognitive-behavioral strategies, mindfulness programs, and supportive counselling services to enhance student well-being and academic success.

The Statement of the Problem

Teaching is an art. It needs academic qualification as well as professional skills of teaching. Unfortunately, in Pakistan, teachers are hired but not trained. They are sent to classes without having social sciences background or teaching skills. Teachers do have high credentials but lackness in social sciences is a great hurdle in their effective teaching. This study will get the perceptions, views, opinions and lived experiences of teachers to get first-hand knowledge about educational psychology. Their perceptions and lived experiences will provide insight about the educational psychology. It will help to understand the significance of educational psychology for teachers' professional development. Teachers' professional development programs provides opportunities to teachers to get knowledge of educational psychology. Through comprehensive trainings teachers' understanding and practices in educational psychology can be enhanced. The theoretical work has been shifted into practice in educational psychology in recent years (McCaslin & Hickey, 2001)

Significance of the Study

This study is significant for teachers' professional development. It will help trainers to train teachers to comprehend the growth, physical development, cognitive development, emotional development, language development, social development, moral development, multiple



intelligences, learning styles, learning theories as well as motivation. Educational psychology pursues to well comprehend how and why people learn, the process of development, effect of individual differences on learning and development as well as learning outcomes to clarify the basic purposes of education (Snowman, 1997).

Purpose of the Study

This study is being conducted to explain the role of educational psychology in teachers' professional development. Educational psychology will enrich the knowledge base of a teacher in the most relevant areas of teaching. Covering both the understanding of learner and the application of relevant and effective teaching strategies related to the developmental age of learners. Thus, this study will provide a concrete foundation to incorporate educational psychology as mandatory part of Teachers' Professional Development.

Objectives

- To govern the effective strategies, techniques, and methods that can help teachers of EFL classrooms.
- To unfold the contribution of education psychology for teachers' efficiency.

Questions

- What are the main theories and strategies of educational psychology that are relevant to the teaching process?
- How do these theories and strategies help teachers in the teaching EFL classroom?

This was a descriptive study. The population of the study were Teachers of Psycho-pedagogy and Teachers of English Department. Data were gathered through Questionnaire for students and an Interview for teachers. The Approaches to Educational Psychology were Positivism, Behaviorism, Cognitivism, Information Processing, Constructivism, and Humanism.

Research Questions

- Whether or not the teachers at the University level are sufficiently familiar with the Educational Psychology?
- Do the teachers feel the need of the knowledge of Educational Psychology?
- How Educational Psychology help and improve teacher professional development in classroom practice?



Literature Review

Understanding Educational Psychology

The definitions of Educational Psychology can be viewed from two perspectives, etymology and terminology. Etymology comprises of two word “Psychology” and “Education.” The word Psychology has been taken from Greek works “Psyche” and “Logos.” Psyche means Spirit or soul, or life force and Logos means science. Terminologically, psychology means the science of the soul. Christoper (2018) stated that the knowledge of educational psychology enables a prospective teacher to understand conditions and situations regarding students, educational institutions as well as personal existence.

Developmental Stages of Educational Psychology

Educational psychology has been developed with the span of time. The origin of educational psychology arose from the ancient Greek philosophers Plato and Aristotle. Educational psychology has gone through several changes which emerged as approaches. These approaches are primarily concerned with educational psychology and its issues. Although approaches are different but serve the same purpose which is to help people to reach their possible goals (Ebersöhn, L., & Eloff, I., 2004).

Scholars View about Educational Psychology

There is a huge gap between teachers and students in today’s competitive world. The root causes of this gap are lackness of educational psychology’s knowledge as well as its significance in education. Teachers confront problems regarding the understanding of student’s abilities, their interests, attitudes and needs at all developmental and growth levels. It happens because teachers either do not know or adapt educational psychology’s methods, techniques or strategies. Educational psychology facilitates them to handle these challenges (Bouaffar, 2012). Ichsan (2016) stated that psychology studies human behavior and attitudes either as an individual or with respect to the environment. Mansir (2018) argued that education cannot be separated from psychology. Psychological knowledge regarding students is significant.

Benefits of Educational Psychology

Educational psychology addresses the most appropriate methods and strategies of teaching and learning processes including teacher student relationship as well as learning nature. In the Sixteenth-century, Juan Luis Vives (Spanish Philosopher) focused to adapt methods of



teaching to meet the learners' needs. Johan Amos Comenius (Czech Theologian and Educator) first time introduced visual aids and argued to understand rather than rote memorization (Educational psychology-History). Irhan et al. (2013) defined the benefits of educational psychology for teachers as it enables teachers to understand different students, learning process, adapting effective learning strategies, counseling, learning outcomes, and student facilitation. Nurulhaq et al. (2019) emphasized that educational psychology help students to learn themselves as learning humans, parents, and teachers.

Role of Educational Psychology in Education

It is now getting more attention in Education. Several theories and approaches studied issues related to education as well as psychology. These theories and approaches have significant impact on the teaching-learning process. Ulwiyah (2015) stated that psychology is mandatory to improve learning process in education.

Role of Educational Psychology for Teachers

Educational psychology is an integral part for extending the knowledge base for teachers. Teachers generally accept that they should have mastery over knowledge which they are supposed to import to their learners. Educational psychology is a science that a teacher must learn as an educator. Shaughnessy, M. F. (2004) emphasis teachers know how about their students as well as their students' sense of specific subjects.

They have to have understanding of situations that affects learning. Hasyim (2014) explored that teachers have to have ample knowledge and skills in educational psychology to ensure effective and conducive learning. Sanjaya (2019) emphasized the role of educational psychology for educators and educationa personnel. Haryadi & Cludia (2021) stated that educational psychology is a prerequisite for prospective teachers to learn.

Role of Educational Psychology for Teachers Professional Development

It is my intent to investigate the role of educational psychology for teachers' professional development. Poulou, M. (2005) perceives educational psychology as an essential part within teacher training and professional development as it was considered an additional course as well as considered unrelated to teaching practice. Dodi (2016) explored that the personality of each child is different and to make them successful in education, the teacher has to have ample knowledge of student's personality.



Empirical Study

Bouaffar, M. (2012) has conducted an empirical study on the role of educational psychology in the teaching process within an EFL Classroom.

Research Methodology

The methodology to investigate the research question is Qualitative Research. The phenomenology method has been adopted because it helps to investigate the perception of the teachers and in this case technique of interview has been applied to extract the knowledge, experience and perception of both male and female college lecturers.

First interview was conducted on mutual understanding. It was recorded and then transcribed (see Appendix E). The duration of the interview was 50 minutes. The interview recording started at 10:40 am and ended at 11:10 am.

Second interview was conducted on mutual understanding. It was recorded and then transcribed (see Appendix E). The duration of the interview was 45 minutes. The interview recording started at 11:50 am and ended at 11:10 am.

Third interview was conducted on mutual understanding. It was recorded and then transcribed (see Appendix E). The duration of the interview was 35 minutes. The interview recording started at 12:45 am and ended at 1:00 am.

Fourth interview was conducted on mutual understanding. It was recorded and then transcribed (see Appendix E). The duration of the interview was 30 minutes. The interview started at 1:05 am and ended at 1:20 am.

Research Approach

Qualitative research approach is used for the study where phenomenology has been applied, which is one of the methods of Qualitative Research. This method explores ideas, perceptions, experiences, opinions and understanding of people and answer questions. In this study, behavior is also understood and information is collected from the respondent.

Research Design

Phenomenology is used as a research design. This phenomenon can be defined as a descriptive investigation of the contents of conscious phenomenon, both objective and subjective. It helps in obtaining and analyzing the research study based on input from the respondent.

Population

The population of this study comprises of all college EFL (English as a Foreign Language) lecturers.

Sample

The sample of this study includes 10 college EFL lecturers without any discrimination of gender. Five male and five female lecturers were taken as sample for this study.

Sampling Technique

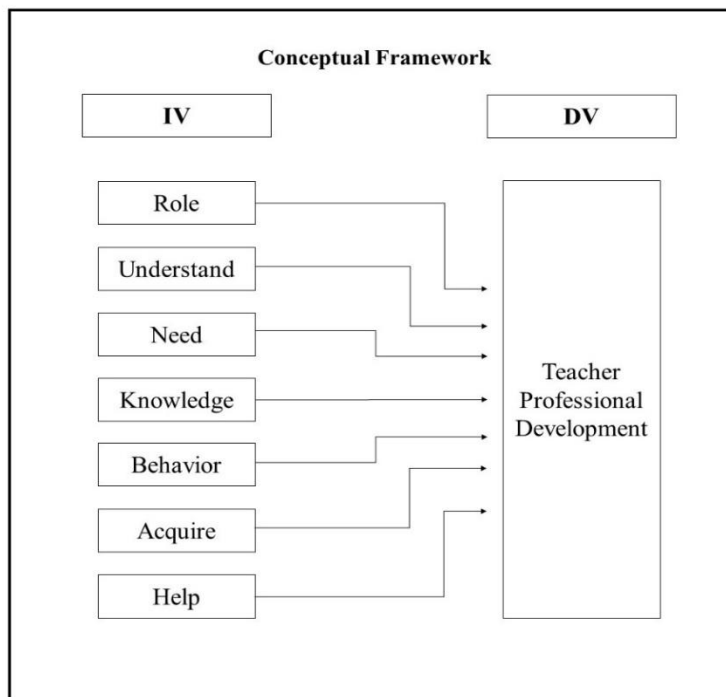
Purposive sampling technique was used to select participants who fulfill the specific criteria and relevant to the research study.

Research Instrument

Structure interview questionnaire was designed to conduct interviews with college EFL lecturers. There were Six structured open-ended questions to explore the lecturers' experiences, perceptions and practices.

Figure 1

Conceptual Framework





In order to obtain the required data regarding educational psychology of college lecturers in Karachi, the phenomenology methodology has been adapted. There are various techniques used in phenomenology method, however in this case, the technique of interview has been applied.

In this regard, questionnaire was drafted to conduct the interviews from ten college lecturers. Five of them were male and five were female.

After pursuing the Principal of the college to conduct the interviews of lecturers, six interview questions were sent to potential respondents. After getting permission from the principal, actual interviews were conducted.

On confirmation by the interviewee, the interview questions prepared in light of the research question were put up in a sequence by the researcher. Researcher conducted ten interviews with gender bias including five male and five female respondents.

First interview was conducted with Male Respondent which took approximately 50 minutes during which the interviewee answered almost all the questions besides his experiences and perceptions regarding the role of educational psychology.

Second interview was conducted with Male Respondent which took approximately 45 minutes during which the interviewee answered almost all the questions besides his experiences and perceptions regarding the role of educational psychology.

Third interview was conducted with Female Respondent which took approximately 35 minutes during which the interviewee answered almost all the questions besides his experiences and perceptions regarding the role of educational psychology.

Fourth interview was conducted with Female Respondent which too approximately 30 minutes during which the interviewee answered almost all the questions besides her experiences and perceptions regarding the role of educational psychology.

Fifth interview was conducted with Male Respondent which took approximately 30 minutes during which the interviewee answered almost all the questions besides his experiences and perceptions regarding the role of educational psychology.

Sixth interview was conducted with Male Respondent which took approximately 30 minutes during which the interviewee answered almost all the questions besides his experiences and perceptions regarding the role of educational psychology.



Seventh interview was conducted with Male Respondent which took approximately 20 minutes during which the interviewee answered almost all the questions besides his experiences and perceptions regarding the role of educational psychology.

Eighth interview was conducted with Female Respondent which took approximately 45 minutes during which the interviewee answered almost all the questions besides her experiences and perceptions regarding the role of educational psychology.

Ninth interview was conducted with Female Respondent which took approximately 20 minutes during which the interviewee answered almost all the questions besides her experiences and perceptions regarding the role of educational psychology.

Tenth interview was conducted with Female Respondent which took approximately 20 minutes during which the interviewee answered almost all the questions besides her experiences and perceptions regarding the role of educational psychology.

Recording Device

The Audio Device used during this process was Mobile Phone.

Sound Clarity

The sound clarity of the system was good.

Discussion and Analysis

The data collected through structured interviews from selected EFL college lecturers.

Selection of Respondents for Interview

Respondent 1

The respondent belongs to the field of education and has served as a lecturer. Since last 8 years he has committed himself as college lecturer. He is Ph.D. (Research Fellow) in Urdu. He has completed M.Phil. & M.A. in Urdu as well. He is DHMS. Beside Urdu his favorite subject is Islamiyat. Poetry is one of his core catalysts. He reads and love to write poems. His poetry on street flower seller is very popular. He likes to read books. He plays cricket in free hours.

Respondent 2

The respondent has been serving as academian since last decade. He is Position Holder in Alim Course. He became one of the youngest Naib Shaikh ul Hadis at the age of 24 years. He



has learnt 1 Para in 12 hours only. He is Mufti and Shaikh of his Silsila. He is an M.Phil. (Research Fellow) in Islamiyat. He has done M.A. in Islamiyat and I.R. He teaches Islamiyat but he loves to teach Islamic Juris Prudence. He is a religious scholar and a popular guest speaker. He is fond of travelling. He plays Carum Board in his leisure time.

Respondent 3

The respondent is a college lecturer of English. She has got more than 3 years teaching experience at college level. She has completed her Masters in English. She is fond of teaching English. She loves to read books. She spends few hours on writing as well. She likes to cook variety of dishes after college hours. Although she is new in teaching profession but she is very keen to bring changes in teaching English to college students. She is struggling to meet the 21st century teaching needs.

Respondent 4

The respondent is an Experienced Academician. She is Ex-Principal of Girls College. She lectured at college level more than three decades. Her qualification is M.A. in Urdu. She loved to teach Urdu exclusively. Her humanist nature inclined her towards serving the nation. She is a Social Worker. She is fond of reading religious books. Beside this she is a habitual reader. She takes interest in cooking along with her working obligations. She is a kind hearted, generous and committed to task person. Her 34 years services in the field of education and especially teaching one subject throughout the career shows her consistency and commitment with the job.

Respondent 5

He is an Asst. Professor of Chemistry at a well reputed college. He has religious mind. He plays cricket. He loves cooking in free time. He is a sufi singer. Reading and writing is his favourite hobbies.

Respondent 6

He is lecture of Chemistry at a well reputed college. He is a reader. He loves cooking. His hobbies are watching news and football match.

Respondent 7

He is a lecturer of English at a well reputed college. He is fond of listening music and watching movies. He likes cricket and football. Reading and writing are his hobbies.



Respondent 8

She is a lecturer of Chemistry at a well reputed college. She is fond of games. She loves poetry. Music, drawing and sketching are her hobbies.

Respondent 9

She is a lecturer of Stats at a well reputed college. She is fond of games. Her favourite hobby is to surf informative websites.

Respondent 10

She is a lecturer of Accounts and Finance at a well reputed college. She is a sports women. She loves to play cricket, football, and basket ball. Reading is her favourite hobby.

Ethical Consideration

The research was carried out to dig out the role of educational psychology in teachers' professional development. This activity in any way or any form do not affect the society, directly, or indirectly, socially and ethically.

Data Analysis

The meetings led a lot of crude information. The procedure of classification and finishing up code inside the meetings was perplexing. The clarity of code incited to develop amid the investigation of the meetings and the examples were thoroughly analyzed to see what these eight private university' teachers had in like manner and what was distinctive. The analyst shared any useful info taken amid transcripts of meetings. After some time particular classifications of information started to rise that related with the topics from earlier writing. Be that as it may, there were likewise developing codes the analyst was not anticipating.

4.3.1 Combined Thematic Analysis: Key Insights from Respondents

Based on the responses of ten participants, the data has been synthesized into overarching themes, with corresponding illustrative statements and codes that highlight the role of educational psychology in the professional development of teachers.

1. Educational Psychology

Key Insight: Educational psychology is widely recognized as a foundational tool that enables teachers to understand their students better and refine their teaching methodologies.

- **Subthemes & Codes:**



- Understanding students' mental and psychological needs (e.g., "Educational psychology helps to read the minds of teachers and students" – Respondent 8).
- Confidence building and self-analysis (e.g., "Educational psychology helps analyze yourself and others" – Respondent 9).
- Enhanced teaching effectiveness through psychology (e.g., "Educational psychology ensures you feel strong educationally" – Respondent 6).

2. Significance of Educational Psychology

Key Insight: Educational psychology is considered essential for effective teaching, student engagement, and addressing classroom challenges.

Subthemes & Codes:

- The need to meet students' psychological needs for better learning outcomes (e.g., "If psychological needs are met, you learn better" – Respondent 3).
- Understanding diverse learner perspectives and needs (e.g., "Helps design activities according to their psychological level" – Respondent 7).
- Bridging gaps in teacher-student dynamics (e.g., "It is very important to meet the mentality of teachers and students" – Respondent 8).

3. Knowledge of Educational Psychology

Key Insight: Teachers acknowledge that knowledge of educational psychology enhances their ability to deliver effective and meaningful education.

Subthemes & Codes:

- Crafting impactful teaching strategies (e.g., "Educational psychology makes teaching effective" – Respondent 2).
- Guiding student engagement and learning outcomes (e.g., "Psychology helps guide how to attract learners" – Respondent 7).
- Applying psychological insights to enhance teaching quality (e.g., "It enables understanding of student psychology for better teaching" – Respondent 10).

4. Behavior and Classroom Management

Key Insight: Teacher behavior and classroom management practices are directly influenced by psychological insights, shaping the learning environment and student motivation.

Subthemes & Codes:



- Emphasizing positive and friendly teacher-student relationships (e.g., "Polite and friendly behavior is crucial" – Respondent 10).
- Managing diverse student behaviors harmoniously (e.g., "Handle students in a polite manner" – Respondent 7).
- Creating interest and involvement in classrooms (e.g., "I ensure students are more involved" – Respondent 6).

5. Professional Development

Key Insight: Educational psychology plays a pivotal role in teachers' professional development, fostering skill enhancement and personal growth.

Subthemes & Codes:

- Developing teaching skills through experience and psychological tools (e.g., "Professional development is acquired through experiences and environment" – Respondent 8).
- Motivation for continuous learning and self-improvement (e.g., "Until we improve our knowledge and class management, we can't develop professionally" – Respondent 7).
- Passionate engagement in the teaching profession (e.g., "If teaching becomes a passion, I will be very effective" – Respondent 5).

6. Teaching Techniques and Self-Directed Discipline

Key Insight: Educational psychology supports the adoption of innovative teaching techniques and promotes self-directed discipline among teachers.

Subthemes & Codes:

- Utilizing technology to enhance learning (e.g., "Educational psychology helps define how to use technology like multimedia" – Respondent 6).
- Encouraging self-directed learning and better planning (e.g., "It assists in better lecture planning" – Respondent 6).
- Addressing learner habits and behaviors to improve teaching outcomes (e.g., "Understanding student psychology enhances teaching" – Respondent 10).

Outcomes

Based on the thematic analysis of the respondents' data, the following significant findings have been derived, aligning with the study's objective.



1. Educational Psychology as a Foundational Framework

- Teachers highlighted the role of educational psychology in boosting confidence, enabling self-analysis, and fostering a deeper understanding of students' psychological profiles.
- This foundational understanding is crucial for crafting adaptive teaching methodologies that meet diverse classroom needs.

2. Essential Role in Addressing Student Needs

Finding: Educational psychology is indispensable for effectively meeting students' psychological, emotional, and academic needs, which enhances their learning outcomes.

- Respondents consistently emphasized that understanding students' psychological levels and needs is critical for designing appropriate teaching activities and interventions.
- Meeting psychological needs ensures better student engagement and facilitates a conducive learning environment.

3. Enhancing Teaching Effectiveness

Finding: A comprehensive knowledge of educational psychology enhances teachers' ability to deliver impactful and effective lessons.

- Respondents noted that psychological insights enable them to attract students' attention, adapt teaching styles, and refine content delivery.
- Such knowledge ensures that teaching practices are more aligned with student needs, thereby improving the overall quality of education.

4. Behavior and Classroom Management

Finding: Educational psychology significantly influences teacher behavior and classroom management strategies, fostering harmonious and productive learning environments.

- Positive and friendly teacher-student relationships, underpinned by psychological principles, were identified as critical for classroom success.
- Teachers emphasized the importance of motivating students, managing diverse behaviors, and creating inclusive environments to maintain class harmony.



5. Facilitating Professional Development

Finding:

Educational psychology contributes to teachers' professional growth by equipping them with the tools needed for continuous improvement and adaptability.

- Professional development was linked to gaining deeper insights into teaching practices, managing classrooms effectively, and adopting innovative methods.
- Teachers also highlighted the role of motivation and passion, driven by psychological understanding, in advancing their careers.

6. Adoption of Innovative Teaching Techniques

Finding: Educational psychology aids in integrating modern teaching techniques and fostering self-directed discipline, enhancing both teaching efficiency and student outcomes.

- Teachers frequently mentioned the use of technology (e.g., multimedia and laptops) as guided by psychological principles to create engaging and interactive lessons.
- Self-directed discipline, influenced by psychological insights, was seen as crucial for effective planning, better decision-making, and addressing student learning habits.

The study underscores the pivotal role of educational psychology as an enabler of both effective teaching and professional growth. Its application spans understanding student behavior, refining teaching methodologies, and fostering a psychologically enriched environment for both students and teachers. The findings highlight the need for institutional emphasis on incorporating educational psychology into teacher training programs to bridge gaps in knowledge and practice.

These findings align with the study's design and emphasize the critical need for integrating educational psychology into the professional development curriculum for educators in Karachi's private colleges.

Discussion and Conclusion

Discussion

This study provides significant insights into the role of educational psychology in enhancing teacher professional development by drawing from the lived experiences of college lecturers in Karachi. Despite the absence of formal training in educational psychology among the respondents, the thematic analysis of their narratives reveals a shared understanding of its



importance and multifaceted impact on teaching practices, behavior management, and professional growth.

Educational Psychology: A Foundational Perspective

The study underscores the consensus among respondents that educational psychology serves as the backbone of effective teaching. Teachers view it as a tool to understand student psychology, which is crucial for tailoring teaching methods to meet diverse learning needs. This perspective aligns with global educational trends that emphasize learner-centered pedagogies. Moreover, teachers highlighted that understanding a learner's psyche is indispensable for creating meaningful educational experiences, confirming the relevance of psychological insights in modern education.

Significance and Impact

Educational psychology is universally recognized by respondents as integral to cognitive and emotional development in students. It not only fosters a better understanding of learners' styles and behaviors but also equips teachers with strategies to handle classroom challenges effectively. Respondents viewed this discipline as a cornerstone of innovative and adaptable teaching practices, which are essential for addressing the complexities of contemporary classrooms.

Behavior and Classroom Management

The study reveals that educational psychology significantly influences classroom dynamics, particularly in managing student behavior and creating an engaging learning environment. Respondents acknowledged that positive teacher attitudes, driven by psychological principles, foster interest, curiosity, and active participation among learners. Conversely, they noted that negative attitudes can lead to absenteeism, disobedience, and classroom disorganization, highlighting the critical need for psychological training to cultivate professionalism and empathy in educators.

Professional Development

A significant finding of this study is the role of educational psychology in teacher professional development. Respondents emphasized that professional growth involves not only enhancing subject matter expertise but also developing skills to foster effective teacher-student relationships. Educational psychology was seen as a catalyst for self-directed learning, enabling teachers to refine their teaching methods and maintain a dynamic



classroom presence. The findings suggest that professional development rooted in psychological principles benefits not only teachers but also students, by providing them with high-quality, learner-centered education.

Adoption of Teaching Techniques

The study highlights the role of educational psychology in shaping modern teaching techniques, such as leveraging technology and fostering self-directed discipline among teachers and students. Respondents noted its utility in planning lessons, understanding student habits, and creating interactive learning experiences. This underscores the necessity of incorporating psychological principles into teacher training programs to equip educators with the tools needed for innovative and effective teaching.

Conclusions

1. Educational psychology is indispensable for effective teaching.

- It provides teachers with the tools to understand learner behavior and adapt teaching methods, ensuring alignment with diverse learning styles.

2. Professional development must include training in educational psychology.

- Teachers without a formal background in psychology expressed a strong need for its integration into professional growth frameworks to enhance their skills and classroom management strategies.

3. Behavior management and classroom dynamics are improved by psychological insights.

- Positive attitudes fostered by psychological training lead to better engagement and reduced disciplinary issues.

4. Educational psychology fosters innovation in teaching techniques.

- By focusing on technology integration and self-directed discipline, it equips teachers to create engaging and modern learning environments.

5. Implications for Policy and Practice

- Institutions should prioritize the inclusion of educational psychology in teacher training and professional development programs. This will enable educators to meet the demands of 21st-century classrooms and create a supportive learning environment for students.



In summary, this study highlights the transformative potential of educational psychology in fostering effective teaching practices and professional development, underscoring its critical role in modern education.

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