

**UNIVERSITY OF KABIANGA**

**SCHOOL OF EDUCATION ARTS AND SOCIAL SCIENCES**

**DEPARTMENT OF PSYCHOLOGY AND FOUNDATION**

**COURSE TITLE: INTRODUCTION TO EDUCATION PSYCHOLOGY**

**COURSE CODE: PSY 111**

**TASK: CAT ONE MEMBERS:**

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**1.) A teacher cannot force a pupil to learn.**

# With reference to your knowledge of psychology, Evaluate this statement. (8marks)

A teacher’s role is to help the pupil in the learning process however, the willingness to learn squarely depends on the pupil. This is due to factors such as:

1. Cognitive Development

As stated by Piaget, learners progress through stages of cognitive development, and each stage has characteristics that influence how they learn. If a teacher’s does not align with a student’s cognitive level, it can create frustration and disengagement.

1. Constructivism

It suggests that learners construct their own understanding and knowledge of the world through experience. A teacher can guide this process but cannot impose knowledge.

1. Mindset

Corel Dweck’s research indicates that students with a growth mindset are more likely to embrace challenges and persist in learning. Teachers can foster this mindset through their feedback and encouragement, but they cannot force students to adopt it. If students hold a fixed mindset they may avoid challenging material, believing their abilities are static.

1. Behaviorism and Reinforcement

Operant conditioning – While behaviorist principles can be used to encourage learning, reliance on external rewards can lead to superficial engagement. When rewards are removed, intrinsic motivation may decrease. Thus, a focus solely on external incentives can diminish a students internal drive to learn.

1. Social Learning Theory

It emphasizes that students learn behaviors by observing others. Teachers can model learning behaviors and attitudes, but if students do not see value in this behaviors or do not connect with the model, they may not engage.

1. Motivation

When three psychological needs are fulfilled: autonomy, competence and relatedness. When students feel they have a choice in their learning (autonomy) that they can succeed (competence) and that they are connected to others (relatedness), they are more likely to engage deeply. If a teacher exerts too much control, it can undermine these needs decreasing motivation.

1. Emotional Factors

If a student feels insecure or unsupported, their ability to focus on learning will be compromised.

In conclusion a teacher plays a crucial role in facilitating but cannot compel a pupil to learn the responsibility for learning rests with the student.

# 2.) A teacher is made not born. Discuss this statement with reference to psychology. (7marks)

The above statement that a teacher is made and not born can be based on various incorporations of psychological theories and concepts that emphasize the development and cultivation of teaching skills over time such as:

1. Social learning theory

New teachers frequently emulate experienced colleagues. By witnessing the successes and failures of other educators, teachers can adapt their approaches without having to go through every experience themselves.

1. Growth mindset

Teachers with a growth mindset are more inclined to seek out training and educational opportunities to improve their skills. The experience of a teacher grows with time.

1. Professional development

New teachers often benefit from mentorship programs where they are guided by those mere experienced. They also support the upcoming teachers.

1. Emotional Intelligence

A teacher can only develop the ability to understand their emotions and those of their students through experience with diverse student population. This helps them manage stress and maintain a positive classroom atmosphere.

v. Cognitive Development Theories

Teachers learn to recognize cognitive readiness and adjust their teaching methods accordingly. Critical thinking and problem – solving requires knowledge and practice, which teachers develop through experience and training vi. Constructive learning theory

It states that learning skills develop through hands-on experience in classroom. They learn to design lessons, engage students and adapt to challenges.

In conclusion, the journey of becoming on effective teacher involves the acquisition of a diverse set of skills and knowledge through observation, practice, reflection and ongoing learning.