



HOW PSYCHOLOGICAL THEORY IMPACTS UPON THE ROLE OF THE TEACHER

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Teachers are essential to the process of education because they assist students' progress in terms of their characters, social competence, and identity as citizens and persons. Every educator creates their own teaching models, curricula, strategies, and tactics. It is crucial to comprehend educational methods and how a child's unique qualities affect training. In the essay that follows, the impact of conceptual frameworks on teachers' roles will be discussed, as well as how comprehending the underlying assumptions of these paradigms can assist teachers in structuring their classes to maximize the use of the greatest pedagogical approaches for diverse learners.

The quantity, quality, and style of learning that students engage in, as well as how they interact socially with their peers and the community, are all clearly and strongly impacted by their teachers (Stronge, 2018). Teaching, defined by Heimlich and Norland (2002), is a teacher's responsibility to deliver and facilitate the knowledge for every pupil or learning group in a context that includes both direct and the emotional response to the immediate surroundings. Even while the professor, the student, the class, the information, and the setting, are constant parts of training process, their ratio, relative position and consistency may fluctuate in accordance with educator's ability to design, develop and grant them instructional values. As noted by Banner and Cannon (1997), there are more than only the mandatory teaching fundamentals involved; there are also the reflections of a person's important qualities, such as order, tolerance, or great personality. For instance, one way that teachers may motivate their students to study is by being enthusiastic throughout sessions. This shows them the value of learning and implementing new information. Nurmi (2012) observed that, as partner within educative process, students can also impact on teacher-student interaction through their motivation, engagement (Skinner and Belmont, 1993), and emotional transfer (Frenzel et al., 2018). By creating and encouraging a range of educational experiences that call for a good extent of focus, curiosity, intensity, and engagement, Pollard and Bourne (1994) advocate for the teacher's respect and safeguarding of the child's right to feel and be intelligent. Pritchard (2014) argues teachers, as "catalyst of learning", need have rigorous acknowledgement of studying learning theories to be able to implement their key concepts into practice.

The main promoters of humanistic psychology, also named "the "third force" psychology (Gould, 2009), were Carl Rogers and Abraham Maslow, and their philosophies rely on appreciating individuality, wholeness, positivity, desire, talent, vitality, becoming, originality, and value, which is a specific comprehension of what it is to be a person (Gibbs

and Burnett, 2011). De Carvalho (1991) and Gould (2009) reveal that the humanistic paradigm is defined by the acceptance of the person as a unique being that is capable of self-learning, reflecting on their own experiences, having unique insights, and expressing original opinions that are grounded in moral assessments; thus, education is turned into a crucial mediator assisting and encouraging the discovery of self, the structure of individuality, and the achievement of self-actualization. Combs (1981) values the way humanistic educators acknowledge students' sense of self, suggesting that it should be fostered and cherished as a component of student life and that learning procedures should give it the most credit. From this vantage point, Combs (1981) defines humanistic education as follows: considering the emotional aspects of stakeholders and building a demanding, compassionate, and threat-free environment, tailored teaching-learning activities are designed and developed to encourage and promote the development of core abilities such as empathy for others, resilience, a sense of independence, critical thinking, and moral action, which are necessary for surviving in a multi-cultural community. According to Florkowski, Wiza and Banaszak (2022) and Gould (2009), Carl Rogers's philosophy on education emphasises the teacher's role as a facilitator charged with creating a conducive learning environment where democratic student-centred learning takes place in conditions of shared trust, regard, and congruence favourable to establish and maintain a relational connection for the best support of students' self-directed flourishing stage. Gatongi (2007) appreciates this non-judgmental viewpoint, which allows and protects young people's freedom of expression of their fears, desires, and ideas as a sign of recognizing and valuing their individuality and building their self-esteem and sense of worth. Empowerment, defined by Lightfoot (1986), is a person's manifestation of their own independence, decision, power and commitment. His empowerment theory states that: early exercise of empowerment result in later intellectual maturity; the power of empowering exercised by both the teacher and the student increases the chances of individual recognition and expression; and being a continuous activity, its use and representation call for a more resilient environment and flexible symmetrical interactions. Stone (1995), a supporter of this procedure, advocates for respecting individuals' distinct study habits, validating someone's merit by spreading information about it, and praising the learner's excellence as core parts of empowering used by all stakeholders in education. Du (2012) concurs with these viewpoints and notes the following challenges with educational humanistic theory: a lack of awareness of how culture and society affect a person's inner formative constitution; the overemphasis on the student's autonomy in their learning compromises the teacher's method of instruction; failing to maintain a balance between formal and informal learning ignores the traditional

social education; and the idea that a teacher is just acting as a mediator may go against his function as an experienced mentor.

Looking from an opposite perspective, psychology pioneers like Skinner, Pavlov, and Watson are credited with founding behaviourism—an external vision of behaviour (Gould, 2009) that states individuals, born as a “blank state” (Jordan, Stack and Carlie, 2008), react to sensory input to acquire new knowledge (Muijs, 2019) reflected in behaviour correlations under the verifiable laws of science (Jordan, Stack and Carlie, 2008). Ayers, Clarke and Murray (2005) and Zhou and Brown (2015) accentuate the basic tenet of behaviourism is that conduct can be defined by distinct, measurable attributes, except for mental or aware operations that are not instantly obvious and are therefore not justified for examination. Even they neglect the opaque mental operations, behaviourists do not reject a person’s rationality (Jordan, Stack and Carlie, 2008). Scientists (Zhou and Brown, 2015; Gould, 2009 and Pritchard, 2014) observe that learning, also named ‘conditioning’, is directly influenced by the situations under which individuals react through stimulus-response towards their surroundings. Muijs (2019) and Jordan, Stack and Carlie (2008) define two forms of conditioning: classical conditioning, which involves learning to connect a neutral response that tacitly causes a response in the organism with a new impulse so that the latter also evokes the same reaction; and operant conditioning, which is more adaptable and potent in essence and entails praising a conduct (Pritchard, 2014). In terms of educational implications, the study by Brown and Alix (2020) emphasises that learners are more interested and responsive when they encounter familiar scenarios during their learning. To accomplish this goal, pupils must respect the rules of the classroom and the consequences of breaking them, and both classical and operant conditioning techniques are highly regarded and beneficial for classroom management. Considering that a behaviour can be changed if its consequences are controlled, Ayers, Clarke and Murray (2005) discover that teaching relies on the following: a behaviour is identified or defined based on obvious and visible aspects; through learning, a behaviour is acquired or repressed; accurate and impartial assessments define a changed behaviour; repetitive actions praised or encouraged help students learn; and teachers need to be aware of the powerful influence of the conditions and surroundings. According to Faris (2017), behavioural educational approaches are particularly successful for children who have trouble processing information. Teachers can help their pupils learn new concepts by giving them precise, direct teaching and by carefully designing and arranging their lessons. On the other hand, behavioural theory is subject to many criticisms. Firstly, behaviour evaluation disallows an individual’s individuality and freedom of choice, as mentioned by Muijs (2019)

and Baum (2017), because it is possible to predict behaviour because of a sustained practice of praising. The same opinion is held by Jordan, Stack, and Carlie (2008), who disapprove the "anti-humanistic" notion that refuses to accept additional aspects that influence learning, such as genetic IQ and character, and restricts exercising full authority as used in instructing animals. Lastly, Boghossian (2013) ascertains that the learner is seen as a mindless respondent exhibiting the proper language patterns and that he has no control over the theoretical and practical aspects of learning.

The most real indication that a pedagogical action has been successful is when the student is guided throughout his years in school so that he can fully realise himself. The teacher is concerned with determining the best course for each student's growth and encouraging the skills required for his fulfilment while modelling the individuality of each student. Thus, he develops into the expert who also offers knowledgeable psycho-pedagogical support essential for each student's holistic development. This essay concisely presented and evaluate the two opposite learning theories with their effect on teaching-learning methodologies. Humanism supplies the states or expectations needed in individuals to boost their inclination to consciously caring for the environment, whereas behaviourism provides the technology for altering personality traits in environment-protective directions. De Carvalho (1991) asserts that a school system's ability to involve students in the educational process and assist them in appreciating the value of knowledge depends on how well it can ensure its long-term viability. Well-funded schools and excellent artwork will not succeed without the pupils' amazement, curiosity, and genuine need to study. Teachers can act as examples of people who are genuine, interested, inquisitive, and bewildered by the marvels of chosen fields.

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