

An overview of effective psychological theories and techniques for children's learning and education in schools _____

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Abstract

The main purpose of this study is to investigate in depth the theories and techniques of the field of psychology, which have proven to be efficient and successful in the process of teaching, learning and education in the school system. This study is designed in the form of theoretical research by analyzing a database of previous articles and studies carried out on this topic. From the research process, it results that the most mentioned theories, and with positive results in the education of children in schools are behaviorism, cognitivism, and constructivism, while social learning, experientialism, and humanism are also considered to be of great value. The innovative findings of current studies emphasize the importance of elements such as mental health, technology, neuroscience, extracurricular projects, diversity,

and inclusion in the education process. This study can serve as a good and concise basis for effective educational methods to be considered by actors such as teachers or school psychologists, and can also serve as a basis for further, more extensive research.

Key words: *learning, education, educational psychology, school system.*

Introduction

Educational psychology is recognized by the American Psychological Association as a special branch of the field of study and practice of psychology, born as a need of the complex environments of children's education systems in educational institutions (American Psychological Association, 2014). The complex nature of humans in all its dimensions brings its own peculiarities also in the learning process, promoting the need for more in-depth studies, comprehensive and efficient practices in dealing with the teaching and learning process.

Education itself is defined in the psychological dictionary as: the process of teaching or acquiring knowledge, skills, and values (American Psychological Association, 2018). The process of education is important in the development and life cycle of the individual, showing its impact not only in the professional sphere, but also in the personal, social, etc. The importance of education is emphasized more in childhood due to the need and age appropriateness to generate, learn, and improve valuable skills, knowledge, and characteristics for all subsequent life cycles (University of the People, 2025).

Education can be considered as an added value for a number of reasons that are generally related to a more advanced formation of individuals and increased well-being in their lives (Abulencia, 2023). However, it is specifically worth mentioning as a value offered through education, the development of critical thinking, which is an asset of essential importance for reflection in the personal spectrum, interaction, and decision-making. It can be said that a more logically developed critical thinking can lead to healthier choices or provide more well-being throughout life (Abulencia, 2023).

Education helps improve communication skills by increasing opportunities to express oneself and understand others at a more advanced level (Abulencia, 2023). It has also been observed that education helps improve self-confidence in individuals (New Horizon Educational Institution, n.d.) A process that positively affects the well-being of individuals, such as education in this case, also brings benefits to society as a whole, mentioning here as an added value of education: reducing the level of crime, inspiring a more positive approach and mindset, improving mental health and promoting better choices for the health of individuals (New Horizon Educational Institution, n.d.).

Educational psychology considers studying and helping to apply scientific practices to improve the education system in close collaboration with all its stakeholders, so that the positive results that this process brings are assured and unharmed by intervening factors that can interfere and bring unexpected consequences with negative effects on individuals. The main mental processes that are considered from a psychological perspective during education are memory, attention, language processing, executive functions, reasoning, and problem solving (Babker, 2023). Educational or school psychologists should also considerate the social factors, the child's interpersonal relationships, starting from the close circle, the family and continuing with the community, school, peers, etc. (Abuswer, Brown, & Barker, 2023). The child's individuality is also respected and considered, including personality, temperament, forms of self-management of emotions, etc. (Nave, Edmonds, Hampson, Murzyn, & Sauerberger, 2016).

The work of the educational psychologist has been studied over the years and has based its practice on different schools of thought in psychology. The training of the educational psychologist to treat different cases in the school context can be varied by choosing different theories and therapies for the interpretation and treatment of cases. From the research conducted, it results that among the most efficient practices still remain the classical schools of psychology such as behaviorism, cognitivism, constructivism, etc. (Cherry, Learning Theories In Psychology, 2024). Meanwhile, widely accepted as theories and techniques that have positive results are mentioned experientialism, social learning theory, etc. (Cherry, Learning Theories In Psychology, 2024). Also, from the studies of recent years and innovative approaches in the treatment of educational systems through the psychological approach, elements such as promoting psychological well-being, extracurricular learning, incorporating the perspective of neuroscience in the treatment of children and the reorganization of school systems result in importance to be taken into consideration.

Overview of core theories and techniques

Behaviourism

Among the theories that help explain the process of learning and education as well as effective practices to address these issues is behaviorism. Behaviorism is known as a psychological approach founded by Watson in 1913 and that bases its practice on the study of objective and observable facts instead of subjective and qualitative processes, such as feelings, motives and consciousness (American Psychological Association, 2018). Behaviorism can be summarized in the idea that behavior is shaped based on environmental stimuli and the consequences

they bring (NU Editorial, 2023). Thus, taking into account the learning process, behaviorism defines learning as a continuous change in behavior, which occurs in response to environmental stimuli (Albatroso, 2025). In general terms, the study of the learning process from the point of view of this school of thought is related to the way in which certain behaviors of the child are conditioned in order to achieve desired results.

The basic concepts of behaviorism that are important in explaining and treating the learning process are conditioning, reinforcement, and associations. Conditioning is presented in two forms: classical conditioning and operant conditioning. Classical conditioning is defined as: a type of learning in which an initially neutral stimulus—the conditioned stimulus (CS)—when paired with a stimulus that elicits a reflex response—the unconditioned stimulus (US)—results in a learned, or conditioned, response (CR) when the CS is presented (American Psychological Association, 2018)). Meanwhile, operant conditioning consists of positive reinforcement and negative reinforcement and means the process in which behavioral change (i.e., learning) occurs as a function of the consequences of behavior according to the APA dictionary (2018). In the techniques used as positive or negative reinforcement, it is required to make a connection between the stimulus and the consequences that the behavior performed as a result of the stimulus. If the behavior towards the stimulus is preferable then the consequences will be positive and the connection of these two factors ensures that the preferred behavior is repeated and the opposite when the connection between a non-preferred behavior and negative consequences ensures that this behavior is not repeated based on the behaviorist explanation.

Considering the above, it is understood that the behaviorist approach to dealing with dynamics within the classroom and the education system helps the process of education and learning by trying to condition students' behaviors that promote or hinder the learning process. Some of the methods used to manage behaviors within the classroom and to improve the teaching and learning process are explained below.

Positive reinforcement is one of the basic methods of this theory, which means increasing the probability of performing a certain behavior thanks to the presentation of a positive stimulus (American Psychological Association, 2018). In this case, the teacher offers stimulating rewards or incentives to children, including material things, but also verbal assessments or congratulations (NU Editorial, 2023). For example, a teacher may evaluate his students with a motivational sticker if they complete the tasks in the predetermined time, may choose to congratulate the children with words when completing the tasks correctly, etc. Important in this case can be considered the selection of responsible and healthy rewards for the child by the teacher as well as adapting the reward to the nature of the children so that it is motivating enough to be considered. Also, the reinforcement

should be oriented towards the actual behavior that is being praised and not towards the child himself and his general character (St Peter's Preparatory School, 2022). Some of the benefits of positive reinforcement are improving self-esteem and self-confidence, creating a positive environment and atmosphere for the learning process, avoiding unwanted and unproductive behaviors for the child (Cambrilearn, 2016). A study shows that positive reinforcement is effective in managing behaviors within the classroom, providing positive results both in academics and in student engagement throughout the learning process (Anwar, Sultan, & Ali, 2024).

Another behaviorist technique for education during the learning process is negative reinforcement. This type of reinforcement means: the removal, prevention, or postponement of an aversive stimulus as a consequence of a response, which, in turn, increases the probability of that response (American Psychological Association, 2018). In other words, negative reinforcement motivates the child by removing an unpleasant stimulus, unlike positive reinforcement that motivates the child by adding a pleasant stimulus. In negative reinforcement, if a preferred behavior is performed, the teacher can choose to remove an unpleasant stimulus from the child, such as reducing the hours of extra homework, which increases the likelihood of repeating this behavior. This technique has been shown to be effective in various studies by increasing students' compliance with various tasks and reducing problematic behaviors (Athens & Vollmer, 2010) as well as rapid changes in behavior by increasing the frequency of desired behaviors (Lerman & Iwata, 1996), and also has positive effects on reducing anxiety and stress in students (NU Editorial, 2023).

Punishment is another important technique in the behaviorist school for the treatment of education in the educational context. According to the American Psychological Association dictionary, punishment is defined as: the process in which the relationship, or contingency, between a response and some stimulus or circumstance results in the response becoming less probable (American Psychological Association, 2018) When using the punishment technique, the teacher chooses to punish students with stimuli that are not preferred to them as a result of the non-positive behaviors performed. This technique aims to reduce the frequency of the non-preferred behavior by confronting the student with the negative consequences that result from it. Some of the forms of punishment used may be the loss of certain privileges, reprimand, i.e., verbal punishment, etc. This method is effective in reducing unwanted behaviors (Başarı, Bulunç, Köprülü, & Besim, 2025); however, it is considered very delicate and requires great care in application, as it may have negative effects on students, such as reduced self-esteem, avoidant or aggressive behaviors, etc., in the case of inappropriate administration (NU Editorial, 2023).

In the behavioral theory, other techniques result that carry importance and are used in teaching practices; however, what was explained above occupies a considerable place both in scientific studies and in teaching practice. Addressing problems within the classroom with behavioral theory and techniques beyond the discussions that each of the theories may have had over the years has proven effective and has stood the time. These techniques are followed in the school context in different countries of the world, mentioning here also the most well-known education systems. For example, English schools that are ranked third for the education system in the world (U.S News), in their revolution of the teaching process, first embraced the models of this theory and continue to use them today (Department for Education, 2024).

Cognitivism

As one of the three main theories of educational psychology (Medical College of Wisconsin, 2022), Cognitivism is defined as: the branch of psychology that explores the operation of mental processes related to perceiving, attending, thinking, language, and memory, mainly through inferences from behavior (American Psychological Association, 2018). This approach to psychology gained momentum during the 1950s-1970s, taking a deeper interest in how the way we think affects the way we act (Jordan, 2024). Cognitive psychologists of that period believed and sought to prove that the only influence on human behavior was not external and measurable stimuli as behaviorists had proven until then, but also an internal tendency of the individual that was related to mental processes and the way the individual himself thought and interpreted. Some of the important processes that the cognitive school studies and considers in its practice are explained below.

Attention is one of the important processes in the cognitive sphere, defined as: a state in which cognitive resources are focused on certain aspects of the environment rather than on others and the central nervous system is in a state of readiness to respond to stimuli. Because it has been presumed that human beings do not have an infinite capacity to attend to everything—focusing on certain items at the expense of others—much of the research in this field has been devoted to discerning which factors influence attention and to understanding the neural mechanisms that are involved in the selective processing of information (American Psychological Association, 2018). Attention helps in processing the right information and engaging in activities that are valuable and important to the individual.

Choice-based behaviors and decision-based behaviors are considered throughout the cognitive study of behavior. Both are considered derivative behaviors of the thinking process. However, the difference between one and the other lies in the fact that choice-based behavior implies choosing between several

given options based on the judgment and personal preferences of the individual, while decision-based behavior is a more complex process that involves higher mental engagement to differentiate between choice options with a judgment of the individual's preferences, circumstances and goals, but also the generation of new, previously unrepresented options based on his mental capacity (Beresford & Sloper, 2008).

Memory is a complex process with considerable importance in the cognitive functioning of the individual. It is defined as the psychological processes of acquiring, storing, retaining, and later retrieving information and involves three major processes: encoding, storage, and retrieval (Cherry, 2024).

In the study of mental processes, Language acquisition--how we learn to read, write, and express ourselves is also considered important. This process helps the individual in his daily functioning, his academic progress, and his interpersonal relationships.

Information processing, which is a process that, according to the APA dictionary, involves the flow of information through the human nervous system, involves the operation of perceptual systems, memory stores, decision processes, and response mechanisms. Information processing psychology is the approach that concentrates on understanding these operations (American Psychological Association, 2018).

All the above-mentioned processes, which constitute the basis of cognitivist study and practices, have an essential importance not only in the daily functioning of the individual but also in the education and learning process, including the school context. These processes are thoroughly studied in educational psychology and are addressed in various forms through the methods of the cognitivist school to ensure positive results in the learning and education process. Cognitivism as a learning theory supports the idea of environments that promote thinking, reflection and problem-solving approaches, so that students achieve improvements and positive academic and behavioral results (Main, 2022). One of the most well-known cognitivist theories that, despite criticism, is still considered in today's practice, related to the learning process is that of Jean Piaget on the stages of intellectual development of the child.

According to Piaget, there are four stages that children go through during the early life cycle that explain their cognitive capacity to process information. The first stage spans the age range from 0 to 2 years and is known as the sensorimotor stage (Cherry, 2024). In this stage, it is explained that the child learns through sensory experience, considering here feeling and acting reflectively, that is, based on reflexes. The learning process at this stage is related to the understanding that the child is a being separate from the world and that things continue to exist even when he is not seeing them, and also explores the world through touching, tasting and experimenting with nearby objects.

The second stage spans the ages of 2 to 7 years and is known as the Preoperational stage of cognitive development (Cherry, 2024). The main characteristic of this stage is further mental development as well as the improvement of the speech and language process. Symbolic thinking and learning through role play also develop in this stage.

The third stage spans the ages of 7 to 11 years and is known as the operational stage of cognitive development (Cherry, 2024). In this stage, logical thinking and learning about emotional terms develop significantly, expressing interest in the state and emotions of others.

The fourth and final stage spans the ages of 11 and above and is known as the formal operational stage of cognitive development (Cherry, 2024). At this age, the child acquires the ability to think abstractly, while continuing to develop logical thinking. During this stage, the child has the capacity to learn about morality, social norms, and the general functioning of society, as well as to solve hypothetical problems.

Piaget's stages of intellectual development can help in the school context of education, because they provide a broad information base for understanding students' behaviors as a derivative of their intellectual development for their age, and addressing curricula adequately with the concepts that they can perceive, learn, and use at the stage of cognitive development in which they are.

Some of the cognitive methods that have proven effective in educating students and the learning process are: cognitive restructuring, meaningful learning, and information organization.

Cognitive restructuring is related to challenging cognitive distortions. By cognitive distortions, it is meant: faulty or inaccurate thinking, perception, or belief (American Psychological Association, 2018). Through this technique, various behavioral problems that stem from false perceptions or beliefs can be addressed, even in the school and educational context. Moving through the stages of this technique, from identifying problematic thinking to rationally challenging these thoughts, and to the final stage, which is achieving automatic opposition to cognitive distortions by the student, can reduce the likelihood of repeating behavior based on them (Madeson, 2023).

Meanwhile, meaningful learning is one of the cognitive methods that serves to attract students' attention and help them memorize information. By meaningful learning, it is understood that the learning of concepts by incorporating an element of students' personal interests into their explanation, making them create a kind of connection with new knowledge, and making it meaningful to them (Morales & Gray, 2023).

Information organization is of fundamental importance in the context of school learning. This technique helps in easier perception of information and easier memorization due to the clarity of explanation and logical schematization.

Techniques such as summarization or paraphrasing can often be used to have positive results in understanding and memorizing new information. In a study conducted on the graphic organization of information, it results that it has a positive effect on increasing the level of understanding as well as inferential and vocabulary knowledge (Dexter, Park, & Hughes, 2011).

The cognitive approach, beyond criticism, is appreciated for its positive contribution to the teaching, learning and education process in the school context due to the importance and emphasis on the impact of the thinking process on the behavior and academic achievements of students. In order for cognitive techniques to be as efficient as possible in their use in the context of educational institutions, the following should also be taken into consideration. In order for learning to be effective, teaching must be based on adapted and well-structured curricula, learning must be focused with clear and achievable objectives, the student must be considered as an active part of the process and be directly involved through analysis, questions, and discovery (Main, 2022). At the same time, it must be ensured that their attention is focused during the explanation process, that learning has a relevant purpose, that students are encouraged to achieve their goals, and that teaching is organized in such a way as to promote the discovery of ideas and support the student in implementing these new ideas (Albatrosov, 2025).

Constructivism

Considered one of the fundamental theories of educational psychology, Constructivism is defined as: the theoretical perspective that people actively build their perception of the world and interpret objects and events that surround them in terms of what they already know. Thus, their current state of knowledge guides processing, substantially influencing how (and what) new information is acquired (American Psychological Association, 2018). Constructivism emphasizes the importance of personal experiences throughout the learning process by highlighting the positive value of a learner-centered approach. This theory has its origins around the middle and end of the 20th century, having the foundations of its formation and development in Jean Piaget's theory of learning and intellectual development (Allen, 2022). Constructivist researchers believe that the learning process is greatly influenced by all the personal assets of the individual, their background and previous knowledge through which they shape and internalize new skills and knowledge. In the last three decades, this theory has had a significant impact on the design of teaching and learning (Allen, 2022).

Some of the important basic principles to consider from this theory, which explain and help in an effective learning and education process in the school system, are (WGU: The University of You, 2020):

Learning is an active process – This principle seeks to emphasize the importance of active participation in the learning process. The student is at the center and always at the attention of the process by becoming part of the learning, not simply as an external observer and listener, as has happened in classical learning methods. Educational environments with direct questions, discussion-based explanation, exploration of students' knowledge and ideas about topics before full information is provided by the teacher can be mentioned as forms of learning in an active, inclusive, and constructivist process.

Knowledge is constructed - It means that learning is a constructive process where the student, based on his/her own knowledge, experiences, ideas, or beliefs, builds and constructs new knowledge. The information received at school in this case is not incorporated in a template way into the student; it is adapted, understood, and interpreted based on what the student currently has in his/her own mind. This is known as the basic principle of constructivism, because it explains and is based on the essence of this theory: learning based on and centered on the individual and his/her experiences and knowledge.

Learning is contextual - Learning is a contextual process explains the idea that people connect the knowledge and things we learn with the context in which they are. This means that students find meaning in information that is related to their personal experiences and have a tendency to remember longer that information with which they find a common point.

Knowledge is personal – Also related to the principle mentioned above, it can be concluded that learning is a personal process because it is based on the experiences, ideas, or beliefs of the individual themselves. Some students may hear the same information explained or be taught the same skill, but they will remember different things, interpret different concepts from them, and put into use different elements learned according to their personal needs and beliefs.

Learning is a social activity – Learning, especially in the school context, occurs within a social environment and cannot be considered only as an isolated process of the individual. Practice has shown that the acquisition of knowledge and skills has positive results when it occurs in the presence of peers and when it is carried out in cooperation with them within an interactive process. Group work, joint extracurricular activities, peer help, and explanation can be considered as forms of constructivist learning in educational systems that are related to and represent this very principle.

Learning exists in the mind- This principle emphasizes the importance of involving mental processes in the acquisition of new knowledge and the learning process itself. Experience and concretization of knowledge are quite effective in learning, but a process considered equally important is thinking about what is being learned, or, as it can be said differently, mental experience. Logic,

imagination, connecting previous information that have been memorized with current information, and general analysis to reach conclusions can be considered as practices of this principle.

People learn to learn, as they learn- The learning process occurs in several dimensions simultaneously and not in separate directions. A given task or learning information includes and engages several concepts simultaneously, which are learned and improved by students at the same time in a passive or active way. For example, if a student is asked to write an essay on the history of music, at the same time, he learns new knowledge about music, but also learns the format of writing an essay, learns new words, or other things that can be applied in this case.

Motivation is key to learning- Motivation is considered an essential element for the learning process, taking into account the effect it has on mental processes such as attention, memory or engagement. According to the constructivist explanation, without motivation it would be difficult to create a connection between previous experiences to find the connection with them, to understand and assimilate new information.

Some of the techniques of this theory that can be used by teachers in the classroom for an efficient teaching and learning process are: activating prior knowledge, asking real-world questions, providing strategic scaffolding, creating Interactive, Exploratory Environments, and assessing focused on logic and understanding (McLeod, Constructivism Learning Theory & Philosophy of Education, 2025). Activating prior knowledge can be accomplished through questions by checking the knowledge that students currently have to create space for new knowledge and to make it easier to connect new information with the current one in order to facilitate the process of acquisition and understanding. Asking real-world questions helps to stimulate curiosity and concretize concepts to make the process of acquisition as easy as possible. Also, if students are given the opportunity to initially conceptualize and understand the information from the question itself without explanation, it can result in more effective solutions that will be remembered longer. Exploratory environments motivate effective learning by aiding the process of understanding through sharing experiences, exposure to different perspectives, and discussions to reach logical and valid conclusions. Meanwhile, teacher assessment, based on the constructivist learning method, is important to focus on logical achievements, the ability to understand, assimilate, and explain information, and not just the ability to memorize and reproduce it. This assessment method emphasizes the importance and promotes positive results in the use of higher cognitive functions in the learning process.

Like other theories, constructivist theory has been criticized throughout its history of creation and consolidation, but it continues to be used and is considered one of the most important and significant theories in educational psychology, and it can be said that its use has increased in recent years. It is important to take

into consideration the administration of constructivist methodology in education by teachers, as it is also mentioned in studies conducted in Albania, this theory can generate positive results when applied in teaching, but the difficulty of this method retains in the lack of school staff trained to implement it in education (Nela, 2017). Two of the most popular approaches used in educational institutions today, Montessori and Reggio Emilia, are both constructivist theories centered on the learner (Montessori Kids Univers).

Theory of social learning

Social learning theory was developed in the late 1970s by Albert Bandura, inspired and based on his famous experiment with the Bobo doll (Alvarez, 2020). Social learning is defined by the APA dictionary as: the general view that learning is largely or wholly due to modeling, imitation, and other social interactions. More specifically, behavior is assumed to be developed and regulated by external stimulus events, such as the influence of other individuals, and by external reinforcement, such as praise, blame, and reward (American Psychological Association, 2018). So, at the heart of social learning theory is the idea that behavior is shaped and influenced by the influence of environment in which a child grows up and spends a significant part of their time. In this context, the behavior of students in school can be explained as a result of the behaviors they have learned from the environment in which they grew up, as well as the punishment or reinforcement of certain behaviors.

According to Bandura, there are four essential stages to achieve success in the learning process: attention, retention, reproduction, and motivation (Cherry, 2024). In the first stage, the essential element is attention. According to Bandura, the first step in learning something is to pay attention to the model so that we can understand it. Lack of attention or distraction reduces the possibility of learning and positive results. Meanwhile, the second step in the learning process is to retain the information received. Without having the capacity to memorize information, the learning process becomes difficult. Also, not successfully passing this stage negatively affects the process of recalling previous information to shape the learned behavior at another time when the individual must act according to what he has learned. Reproduction is the third phase, where, after attention has been paid to the model and it has been stored as information, the individual reproduces the behavior in a certain context. Important in this case is repetition and practice to acquire the behavior. Finally, there is motivation, which emphasizes the importance of motivation to perform or not the behaviors observed in the model. This means that people are more likely to reproduce a behavior from an observed model if the latter has been positively rewarded.

Social learning theory finds its place and can also be applied in the classroom context through techniques such as the flipped classroom model, gamification and simulations, peer coaching, etc. (Alvarez, 2020).

The flipped classroom technique presents an innovative learning model, challenging the classic method of the teacher explaining in class and giving homework. While using this technique, students watch explanatory videos and read information at home, while in class they carry out practical activities and learn concretely about what they have studied. This method is related to social learning since students practice with their peers and learn by observing each other's successes and failures during the completion of various tasks. The teacher's role in this case is that of a facilitator and guide, abandoning the classic theories that the teacher owns the information. The teacher can also help the social learning process by motivating preferred behaviors in the classroom so that students observe positive behaviors and are motivated to reproduce them.

Meanwhile, gamification and stimulation is a very motivating techniques for the learning process within the classroom. In this case, the tasks and activities of the students are turned by the teacher into a stimulating game. The idea of turning tasks into a game increases the interest of the students and encourages their motivation to pay attention. Games are often associated with fun and enjoyment. Emotions that students can experience during gamification can make the knowledge obtained through the game be remembered longer, also due to the connection that can be created with the emotional stimuli, sensations, and memories created. Throughout the game, students continue to learn through observing each other and motivation through the rewards that those who win the game receive.

Peer coaching is related to the process of learning from peers. Students can help each other to complete certain tasks. In this case, to have positive results, it is important to have the right fit between students, as for some children, this technique can be disturbing and have negative effects. The selection must be made carefully so that the student helping the peer and the student being helped have a positive approach to this method and feel good about each other, accept the help, and learn more during the process.

The theory of social learning finds a place in educational institutions, beyond the criticisms it may have encountered, as it has positive results in the process of educating children in the school context. Some of the positive effects of using social learning techniques in the classroom, based on scientific studies, are: increased self-efficacy, increased sense of belonging, improved achievements, increased motivation through perceived similarity and attainability (McLeod, 2025).

Other theories and current studies

Experientialism

Experientialism is another theory that offers effective methods to help the learning process in the school context. This theory focuses on the idea that the learning process is quite dynamic, requiring active participation of students and learning through experience. It presents a holistic approach that emphasizes how experiences, including environmental factors, cognition and emotional factors, influence the learning process (Cherry, 2025).

According to this theory, there are four types of learning: converger, diverger, assimilator, and accommodator, which can be taken into account by teachers to address the teaching process in a more personalized and effective way and to facilitate and make the learning process as efficient as possible. The converger learning type includes those students who prefer practical and technical tasks rather than interaction with other people, and are also capable in the field of thinking and can provide solutions to problems and concretize them in a practical way.

Meanwhile, the divergent learning type prefers the processes of seeing and feeling; consequently, they have more results and are more motivated to complete tasks that require mental solutions by putting into work processes such as imagination, as well as group tasks and interacting with other people. Meanwhile, the assimilator type is closely related to the processes of seeing and thinking, therefore it is more effective in logical explanations, processing and organizing information, and concise ideas. Also, for them, social interaction for learning is not very preferred. And finally, the accommodator is related to concepts such as doing and feeling, having a more practical and intuitive approach. For them, logical analyses are not very preferred and generally tend to be based on the analyses of others; however, they like to learn from new experiences.

Experiential learning can be achieved by working on real-world problems through project-based learning, immersive activities, training, workshops, etc., where more than just the thinking process is required. This technique has effectiveness and positive results by enhancing problem-solving skills, improving retention, strengthening collaboration, direct application to professional roles, and increasing motivation and engagement (Alexander, 2025).

Humanism

Another theory that can explain and provide effective methods for managing the learning process is the humanist one. By humanism in psychology is meant any perspective that seeks to uphold human values and to resist the reduction of human beings and behaviors to merely natural objects and events. In this spirit, humanistic psychologies have resisted not only natural scientific psychology but also theories that emphasize the negative and pathological aspects of human nature (American Psychological Association, 2018). In the school context, the humanist theory presents the approach that at the center of the learning system and process is the student, who has the capacity to improve behavior if the needs important for his or her well-being are met. These needs and this concept are based on the work and ideas of Rogers and Maslow, with his hierarchy of needs.

The main principles of applying this theory to have positive learning results are:

- Learners can be trusted to find their own goals and should choose what they learn at school (and beyond).
- Learners should set their standards and evaluate their work and progress themselves.
- Learning experiences should help learners to develop positive relationships with their peers. (Cloke, 2025)

Beyond criticism, based on studies, the techniques of humanistic theory in the learning process are effective in several directions, such as: the emotional well-being of students, feeling safe and motivated, promoting a sense of responsibility, feeling accepted and respected, encouraging further exploration of oneself, increasing awareness and academic success (Salhi).

Current studies

The field of educational psychology continues to be a discipline in study, for which ongoing scientific research is carried out. Over the past few years, some important findings in this context, to be considered by facilitators of the learning process in schools, are explained below.

Recent findings and research have largely emphasized the need to consider the well-being and psychological aspects of students in schools. Going beyond the classical framework of the school institution, it is important to pay attention to the psychological well-being of students in these environments. According to a study, it also results that psychological well-being is positively related to school achievement (Raccanello, Vicentini, Trifiletti, & Burro, 2020).

Another element of innovative educational psychology is the inclusion of technology in the educational process, due to the wide range of opportunities it offers to support the teaching and learning process (Bouchrika, 2025).

In other studies, the involvement of students in extracurricular projects and learning through them is considered very important for today's classrooms. Here, the studies mention elements such as observation, creation of educational games, development of conceptual maps, analysis of audiovisual and artistic materials, narrative creation, and discussion of cases (Schneider, Stumm, Da Rocha, & Levandowski, 2023).

Recently, the inclusion of neuroscience findings in the facilitation of learning processes has also been considered of great importance. According to studies, the neuroscience perspective can offer teachers more effective methods in the process of explanation as well as fruitful practices to explain to students how they can better understand their learning process while also having a positive impact on their well-being (Simion, 2023).

Adapting teaching by making it inclusive to support diverse learners is another important element of innovation in the field of educational psychology. Students with a different cultural, cognitive, or linguistic background can benefit from the preparation of teachers to create inclusive environments, where the teachers should be well informed about the principles of memory, motivation, and social learning (Bouchrika, 2025).

Results

At the end of the above research, it can be concluded that educational psychology is a discipline of fundamental importance in ensuring a successful learning and educational process for children in schools. This discipline is described by various theories formulated and tested over the years, among which can be mentioned as fundamental, current, and effective the behaviorist theory, cognitivism, constructivism, social learning experientialism, and humanistic learning theory. Behaviorist theory has at its center the perspective that behavior is the result of external stimuli and their consequences. Some of the techniques of this theory also find their place in today's practice of the learning and education process in schools, resulting in higher academic achievement, increased frequency of desired behaviors, and higher management of the classroom and the teaching process. Such can be mentioned as positive reinforcement, negative reinforcement, punishment, etc. The cognitive theory bases behavior on the mental processes and internal dispositions of the individual: on the thoughts, beliefs, or interpretations that he makes of the world. In educational psychology, this approach finds its place in the practice of educational institutions through practices such as cognitive

restructuring, meaningful learning, and information organization, giving positive results in changing behaviors or improving academic results.

Constructivist theory emphasizes the importance of students' personal experiences and sees learning as a special process for each student. At the center of this approach is the student himself, who must be encouraged to participate in the learning process and acquire it, while the teacher has a facilitating and guiding role. Valuable techniques of this theory that find their place in school practice by generating positive results for education and learning are the activation of prior knowledge, asking real-world questions, providing strategic scaffolding, creating interactive exploratory environments, and assessing focused on logic and understanding.

Social learning theory is based on the idea that the learning process occurs through observation and motivation or punishment of these observed behaviors. A good part of students' behaviors is a result of the social environment in which they have grown up. Effective techniques in teaching and learning of this theory are: the flipped classroom model, gamification, and simulations, peer coaching.

Experiential theory is defined by the idea that learning is a process that occurs through experience. Some of the techniques used in educational systems from this theory are project-based learning, comprehensive activities, training, workshops, etc. This technique has effectiveness and positive results in enhancing problem-solving skills, improving retention, stronger collaboration, direct application to professional roles, and increasing motivation and engagement.

Humanistic theory places the student at the center and holds that a successful education and learning process results from meeting the needs and fulfilling the necessary conditions for the well-being of students. The positive effects of practicing this theory on the education and learning process in schools are: students' emotional well-being, feeling safe and motivated, fostering a sense of responsibility, feeling accepted and respected, fostering further self-exploration, increasing awareness, and academic success.

Innovative findings in the field of educational psychology strongly recommend incorporating elements such as technology into the education and learning process in schools, engaging students in extracurricular projects, ensuring the psychological well-being of students, considering comprehensive methods to leave no one behind, and incorporating the perspective of neuroscience.

Discussion

Beyond the studied effectiveness of the theories and techniques themselves, it is also very important to properly train teachers to put these techniques into practice. None of the above-mentioned theories is completely accepted without

criticism; therefore, care must be taken in addressing and properly practicing them to achieve the positive results they can offer. In today's school context and the diversity of students, needs, and the process of education, teaching, and learning itself, a single theory cannot cover and provide success for the entire process. Proper integration of techniques from the above-mentioned theories would provide appropriate environments to provide successful education and learning for a wider range of problems and students. Each of the techniques must be adapted to the characteristics of the case and the characteristics of the student, as well as to the teacher's ability to administer them. Success in this process requires rigorous professional training, insight, intuition, analysis, and continuous work to select and integrate techniques that are effective in a given classroom.

The role of the school psychologist in this process must also be taken into account, who can design curricula, train teachers and students, facilitate the process at any point where the need for external assistance arises, and support both students and teachers individually when the need arises.

Recommendations

It is recommended to consider a broader literature base to ensure an even deeper and more detailed review of this topic. Also, conducting independent, expanded studies for each of the theories would generate a more in-depth analysis. Further statistical studies to concretely measure the effectiveness of these theories and techniques in the context of today's practices are seen as a necessary step in future research. Also, more in-depth studies of intervening variables in the effectiveness of these methods, such as adequate teacher training, teaching curricula, etc., could generate valuable results. It is also recommended to conduct independent studies on this topic for the Albanian context.

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