

CHAPTER VI

REVIEW, OBSERVATIONS AND SUGGESTIONS

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This chapter is divided into four parts. The first part provides a brief summary of the complete study including the major findings. In the second part several observations regarding the nature of the study, its findings and their implications for practical school life have been noted. Parts three and four contain a few suggestions for organizing development programmes and conducting further research in the area of psychological education.

VI.1 AN OVERVIEW OF THE STUDY

The main objectives of the present study were: (i) to develop a psychological education input model for primary school children; (ii) to study the effects of psychological education inputs on the academic performance of the pupils; and (iii) to experimentally study the effectiveness of the psychological education inputs on certain psychological traits constituting the affective domain for development of the pupils.

A conceptual model of psychological education input was evolved by studying and analysing the literature on attempts made for developing achievement motivation and other psychological traits; in view of the age group to which the present model was to be adopted. Several primary school classes were closely observed. This helped in integrating the psychological inputs with the regular academic inputs of classroom teaching.

Effectiveness of the model was studied under two phases. In the first phase a tryout experiment was conducted for one month duration. The purpose of the tryout study was mainly to refine the input model and to study the suitability of various tools which could be utilized as both input material and measures of certain aspects of development. In the second phase, the final experiment was conducted to study the effectiveness of the psychological education input model.

The final experiment was conducted for one full term of four months. Sample for the experiment consisted of eighty boys studying in Std. VII of a municipal primary school in Baroda. The sample was divided into two groups matched on intelligence. In the experimental group teaching was done by the regular class teacher. Both the teachers used to discuss about the specific points to be covered in different class hours so that the content inputs were planned and controlled in both the groups. A pre-test, a post-test and weekly periodical tests in each subjects were administered to both the groups simultaneously. These tests were jointly planned by the two teachers well in advance. Apart from these tests a delayed post-test and second delayed post-test was also administered in all the subjects to both the groups. Post-test performance scores of the two groups were compared after adjusting them for pre-test performance by using the technique of analysis of covariance. Major findings of the experiment have been listed.

VI.2 MAJOR FINDINGS

1. The psychological education input programme improved the academic performance of the pupils significantly.

| | Experimental mean | Control mean |
|----------------------|----------------------|-----------------|
| (Immediate post-test | 237.87 | 194.01 |
| Terminal post-test | 154.91 | 129.52 |
| Annual post-test | 188.92 | 172.08) |

2. The psychological education input programme increased the n-Ach. level of pupils significantly. (Pre-mean - 1.23; Post-mean - 10.68; $P < 0.01$).

3. The psychological education input programme affected the adjustment and classroom trust of the pupils positively. (Pre-adjustment mean - 13.23; post-adjustment mean - 21.70; $P < 0.01$; Pre-classroom trust mean - 21.65; Post-classroom trust mean - 23.50; $P < 0.05$).

4. The psychological education input programme decreased the anxiety level of pupils. (Pre-mean - 10.30; Post-mean - 7.90; $P < 0.05$).

5. The psychological education input programme increased the initiative level of pupils. (Pre-mean - 8.30; Post-mean - 11.93; $P < 0.01$).

6. The psychological education input programme increased the activity level of pupils. (Pre-mean - 3.95; post-mean

- 5.83).

7. The psychological education input programme affected the social relationships among the pupils positively. The classroom became more integrated towards the end of the experiment as a result of decrease in the number of isolates and overchosen. (Pre-classroom integration mean score - 45; Post-classroom integration mean score - 25).

8. The pupils became more realistic when they became aware of their abilities, and the gap between goal supposed and goal obtained in marks decreased. (Pre-test mean goal discrepancy - 4.32 and Post-test mean goal discrepancy - 2.29).

9. The psychological education input programme affected the risk-taking behaviour of the pupils. At the post-performance level, the pupils manifested more moderate risk-taking behaviour.

10. (a) From the pupils' responses during the pre-post experiment stages definite change could be observed in the perception of their own self-image. In pre-writings pupils tried to identify themselves more in terms of their family background or school. But the post-writings reflected clearer and more vivid self-images perceived in terms of their interests and abilities.

(b) The pre-writings on goal perception showed that the pupils were very vague as to what they planned for their future. On the other hand, the post-writings reflected a

positive change in their perception regarding their short term as well as long term goals. The short term goals mentioned in post-experiment writings were all achievement oriented; as to their long term goals, they were clearer and indicated the development of a general concern for excellence.

(c) The pre-writings in response to the question 'What type of teacher do you like?' indicated that the pupils tended to perceive the teachers more as parent substitutes. They also reflected the existence of a negative sentiment attached to the work of the teacher in the school. The post-writings showed a positive shift in their perception of the teachers' role. They began recognizing the teacher in his academic role as a competent person who could help and guide them learn.

(d) Analysis of the pre-writings on 'Myself and my School' showed that pupils did not have a comprehensive view of the school and their own roles. They mainly wrote about the physical facilities. The post-writings indicated a significant change in their responses. They could clearly see their role as learners placed in a specific environment. Almost all the pupils perceived school as a place for social interaction among themselves.

(e) In the pre-experimental stage, responses for the word association test were indicative of either a neutral or negative attitude towards school and school work. But, the post-writings uniformly reflected a favourable attitude towards

school and an expressed liking for various aspects of school work.

(f) For the images for emulation, the pupils had a very limited perspective into the world of images, they could try to emulate. The post-writings clearly indicated a broadening of their perspective and vision. They referred to a wide variety of images which included friends, teachers and distant historical figures.

(g) For the non-academic interests, comparative analysis of the contents of the pre- and post-writings do not indicate major changes in the activities that the pupils engaged themselves during their leisure time. However, the post-writings indicate that their area of interests got widened.

VI.3 SOME OBSERVATIONS

1. The psychological education input model developed under the present study is conceived of psychological education in a comprehensive manner. It is not taken as the induction of just one or a few psychological traits in the individuals. It is an attempt to educate the individual with a view to achieve a total development of his psychological domain as much as intellectual education aims at the full blossoming of the individual's cognitive capacities.

2. In line with the concept of psychological development of the pupil a list of sixteen indicators of psychological

development were thought out.

Indictors of psychological development:

1. Need Achievement
2. Adjustment
3. Classroom Trust
4. Test Anxiety
5. Initiative Level
6. Activity Level
7. Goal Setting Behaviour
8. Risk-Taking Behaviour
9. Perception of Self-Image
10. Perception of Goals
11. Attitude Towards School
12. Perception of Teacher's Role
13. Perception of Role of the Self in School
14. Non-Academic Interests
15. Images for Emulation
16. Social Relationships.

It should be noted that these sixteen indicators do not exhaust all the constituents of psychological domain; however, they broadly reflect the general trends in the development of the psychological aspect. Secondly, the indicators, as such, appear to be more relevant to the school, although they would largely correspond to the general nature of development independent of the school milieu.

3. Details of the model presented in Chapter IV clearly indicate that, adopting the model in the school does not require:

(i) a specialist teacher - the regular teachers in the school can implement all the approaches and activities suggested. At the most, a short term orientation to the teachers would suffice;

(ii) any change in the regular schedule of the school work; feasibility of the model is clearly demonstrated by the observation made during the experimentation which was conducted for one full term; and

(iii) any additional resources for implementing the various activities suggested. It may be remembered that the experiment has been conducted in a municipal primary school which would be having less than the bare minimum facilities needed and that no additional expenses were incurred in terms of either material or man.

4. The fact that the model has been developed for and has been validated fitting it into the regular school work makes it directly adoptable at the school; and it does not entail creating any special environment for its implementation.

5. The model is so planned that the psychological inputs are closely integrated with the instruction in various subjects. This makes the adoption of the model more smooth and natural.

6. The humanistic approach adopted makes it more desirable when compared to behaviour conditioning approach.

7. The model embodies in it a holistic inferential view as it has considered psychological development as a single whole although several indicators may be taken for measurement purposes. This is in contrast to the certain earlier attempts wherein an atomistic approach is adopted for inducing a single psychological trait through specific inputs. The latter approach fails to recognize the interrelated and interactive nature of the various traits constituting the affective domain of development of the individual. It may, further, be noted that most of the earlier attempts at inducing n-Ach. have had their basis in McClelland's first principle which points out the need to make deliberate efforts for getting the individual learn the language of achievement motivation. However, in the present model n-Ach. has been taken as only one of the indicators of psychological development in the school context and no deliberate effort has been made to base the input activities in McClelland's first principle. Inspite of this, the results show a significant raise in the n-Ach. level of the pupils involved.

8. Another interesting feature is that evaluation of the various aspects of psychological development has been conceived of in the model as continuous process integrated with the instructional work in the classroom. For instance, measurement of changes in such factors as goal-setting behaviour, social relationships, activity level, etc., has been made at several

points during the course and the results were used as feedback for both pupils and the teacher.

9. Results of the present study clearly shows that the input model has been highly effective as positive changes have been observed in respect of all the sixteen indicators of psychological development.

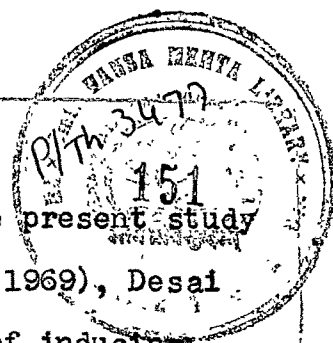
10. It was hypothesized that psychological development as envisaged in the input model would significantly affect the academic performance of the pupils. And, the results, unequivocally show that the experimental treatment did significantly improve the academic performance of the pupils.

11. A common allegation against new pedagogic approaches, motivation development programmes etc., is that the effects are only shortlived. In the long range the pupils go back to their earlier level of performance soon. However, results of the present study go contrary to this commonly prevalent notion. It has been found through delayed external tests of performance that the effects of the experimental treatment is quite enduring.

VI.4 SUGGESTIONS

(A) For Development Programmes

Some of the findings of these researches reveal that psychological education is useful for teaching in school classes and creating classroom climate conducive to learning. Very few experiments of these types of psychological experiments are



conducted in India. Not only the findings of the present study but also the findings of Mehta (1967), Heredero (1969), Desai (1970) and Pareek (1971) reveal the possibility of inducing certain psychological traits and the corresponding increase in performance thereof. The present study adds a dimension to these findings, that if these types of psychological traits are introduced in the regular classroom work, it affects their achievement motivation, classroom trust, adjustment, social relationships, initiative and activity levels.

Several problems which India face need answers, e.g., how one can create effective classroom climate so that the destiny of India can be shaped well in the classroom? How one can train the teachers for creating the classroom climate?

The first and foremost need is to give training to teacher educators. If the teacher educators are trained they will, in turn, transfer the training to the trainees. Further, it will help them perceive the problems of administration in different dimensions and also will enable them to communicate in a better way. The clearer perception of the self, healthy attitude towards profession, identification with the job etc., will solve many a problem generating due to the lack of it. The training colleges and the universities should try to introduce special psychological education courses in their curriculum. Secondly, the training colleges should start more and more experimentation in this direction to strengthen the beneficial results of this research.

At the level of Department of Education, the inspecting authorities should be oriented in the process of psychological education. They should organize regular courses for the incoming teachers. Regular yearly discussions regarding the problems in the schools, such as late coming, school dropouts, wastage in examinations etc., should be organized from the psychological education point of view.

Psychological education is generally perceived as a last resort to solve the school problems. Why should not psychological education be geared to making the teaching-learning process excel? The knowledge of psychological education would lead to better understanding of the intricacies involved in the teaching-learning process. This will need teachers with insight, so that suitable educational experiences will be provided to bridge the gap between where the child is and where he can be. Thus, a teacher must know a wide range of psychological education procedures and be knowledgeable about the goals of human development. This expertise will enable them to develop greater confidence in the art of teaching.

(B) Further Researches

The present study tries to find an answer to some problems but it leaves certain questions in the minds of the investigator. This study has made it clear that psychological development of the pupils can be achieved through the psychological education input programme and that it would have a

positive effect on the academic performance of the pupils. Many a time a question is raised that the effects created by psychological course do remain often for a longer period of time. The question is obvious because the organizational climate and many other variables may operate and rub out the effects produced by such courses. The results of Mehta (1969) and the present study show a gain in performance even after longer duration of time. This leads to the need for longitudinal studies in this area. Such studies should not be taken up for one year only. The pattern could be as follows: Psychological education courses may be given to 25 preparatory students. They may be followed up for five years till they pass their degree courses in order to judge the effects of such courses over a longer duration of time.

Further the question is whether this type of psychological education courses can be given to school pupils only or it can be given to teacher trainees also. Though, many researches have been conducted only on school pupils, it can be given to teacher trainees also. The inputs will be different for them. It is necessary to prepare such input model for teacher trainees and study its effect thereof.

The third question is related to cultural pattern and achievement motivation development. It is observed in the present study that the pupils lacked in certain motivational components. A study is necessary to find out whether successful people in business, industry, education do possess these components. If they do not possess and still they are successful, some other

model which includes those components is necessary to be thought out. Therefore, a study is necessary to find out which personality motivation model is successful in the field of education, business and industry.

The present experiment is intended to study the effects of psychological education input in primary education. The findings suggest that it is neither the building, the materials nor money that facilitates a balanced development of the pupils, but it is teacher's behaviour, the well planned learning experiences, or in other words, psychological education that meets this end. The present experiment and the like provide a pointer, a suggestion, a remedy for many problems that arise in schools; it is upto the educators to pick up the thread and begin to ACT.