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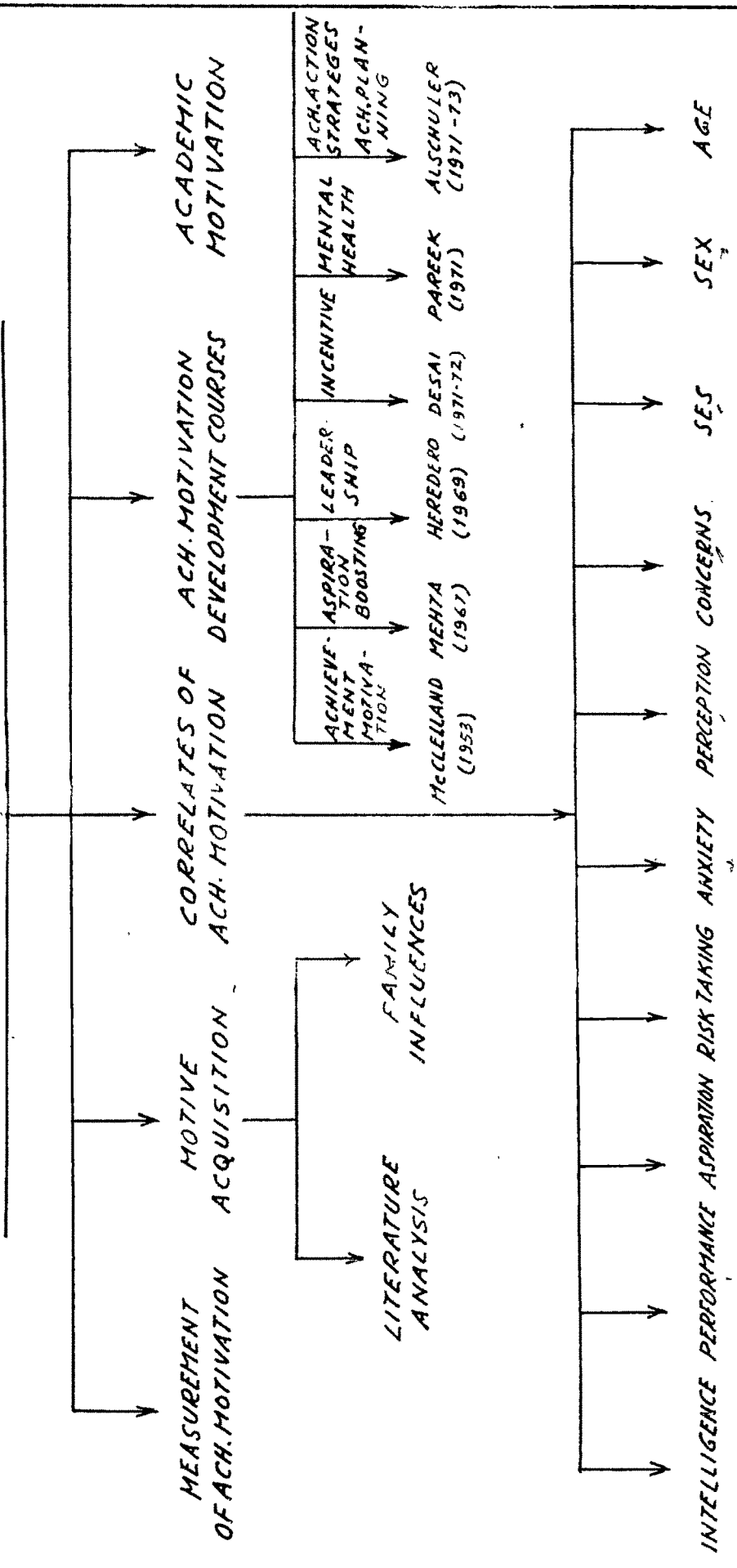
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An attempt has been made in the present chapter, to review some of the major researches conducted on various aspects of psychological education. However, greater details have been given regarding researches which may be called developmental studies as the present study also belongs to this category. At the very outset it may be pointed out that most of the studies reviewed hereunder relate to achievement motivation. The reason is obvious. As has been noted earlier, the concept of psychological education has originated mainly from researches on achievement motivation development. Therefore, in order to maintain a logical chronology as also a sense of comprehensiveness, it becomes essential to review researches in the area of achievement motivation. This would also help to provide an appropriate background for the present study, as it has generously drawn upon the studies on achievement motivation development, for several of its conceptual as well as functional details. The review has been presented under two broad heads, namely, descriptive studies, and developmental studies. A flow chart depicting the domain of research in the area of psychological education is presented in Figure 1.

FIG. 1
DOMAIN OF PSYCHOLOGICAL EDUCATION RESEARCHES



II.1 DESCRIPTIVE STUDIES

Researches reviewed under this section refer to different investigations which attempted to study various aspects of achievement motivation as a psychological construct. Earlier researchers, led by McClelland and his associates (1953), concerned themselves with the problem of developing suitable tools for the measurement of achievement motivation. Slowly researchers shifted their interest to the problem of finding an appropriate answer to the question, "How do people acquire the motive to achieve?" Another set of researchers, meanwhile, tried to study the nature and extent of relationship between achievement motivation and various psychological and demographic characteristics. Thus, descriptive studies of achievement motivation have been further classified and reviewed in the following three subheads, namely, measurement of n-Ach., motive acquisition and correlates of n-Ach.

1.1 Measurement of n Ach.

The earliest attempt in this direction was made by McClelland and his associates (1953) who used the Thematic Apperception Testing technique and developed a set of six pictures for measuring achievement motivation. McClelland and Friedman (1952) contended that Thematic Apperception Test (TAT) was the most reliable and valid instrument for the measurement of human motives. This method has been used by many researchers as referred to in the studies by McClelland, et al. (1955),

McClelland, Rindlishbacher and deCharms (1955), Atkinson (1958, 1966) and McClelland (1961, 1964). Mehta (1969) has developed a set of TAT pictures, adopted to Indian conditions, for measuring achievement motivation. Besides TAT, a number of other measures have been tried such as Edwards' Personal Preference Schedule (EPPS) (1954), Iowa Picture Interpretation Test (IPIT) (Johnston, 1957), French's Test of Insight (FTI) (French, 1955), Achievement Motivation Inventory (AMI) (Atkinson, et al. 1966; Mehta, 1969), Sentence Completion Test (SCT) (Mukherjee, 1965). However, TAT type of measures still dominate the scene and most other scales validate their efficacy with reference to such measures.

1.2 Motive Acquisition

The question "How do people acquire the motive to achieve?" has attracted the attention of several researchers. McClelland (1961) tried to study this through the technique of literature analysis. He tried to explore whether a high level of n-Ach. content in the popular literature could lead to an achieving society. He found that the n-Ach. content of popular literature increased on several occasions prior to rapid economic growth in a country. When children's textbooks of different nations were scored for their n-Ach. content, it was found that these countries that scored higher in n-Ach. in 1925 and again in 1950, subsequently developed at a faster rate economically than countries that scored lower.

Similar literature analysis has been made, in India, by

Lewis (1975), Chhaya (1975) and Ritibrat (1975). Chhaya (1975) compared the text-books prescribed in the schools of Gujarat with those prescribed in the schools of Maharashtra. She concluded that Gujarat State text-books contained more achievement imageries than those of Maharashtra. Ritibrat (1975) compared text-books of Gujarat and those of Thailand, and found more achievement imageries in the textbooks of Gujarat. However, these researchers have not made any attempt to correlate findings with the developmental stage of the particular area in which the textbooks had been prescribed.

The problem of motive acquisition has been tackled from a different angle also. Some researchers have tried to investigate into the effects of family environment in terms of child-rearing practices, birth order etc. on the n-Ach. level of the children.

Winterbottom (1958) found that early training in independence and mastery contributed to the development of strong achievement motivation. Child, et al. (1958) found that achievement related content of orally transmitted folklore was associated with dominant child rearing practices. McClelland (1961) found that mothers with moderate levels of need achievement tended to have sons with high n-Ach. Hayashi, et al. (1962) demonstrated that, in Japan, parents of highly motivated children attached more value to good education. Argyle and Robinson (1962) found that the level of parental demands for achievement estimated by the students themselves correlated with the strength of

their own achievement motivation.

Results of studies on the relationship between birth order and n-Ach. are quite inconclusive. Sampson (1962), Barlett and Smith (1966), Angelini (1967) and Sinha, et al. (1967) found in their studies that first borns were higher in n-Ach. than those born later. However, studies conducted by Wolken and Levinger (1965), Mukherjee (1965), Rosenblum, et al. (1970); Mubayi (1974) revealed a zero order relationship between the two variables; and Rosenfeld (1966) found a negative relationship between birth order and need achievement.

1.3 Correlational Studies

A great majority of researches on achievement motivation have had as one of their objectives the study of relationship between achievement motivation and one or more psychological or demographic characteristic. The characteristics that have been generally considered under these studies are intelligence, level of aspiration, risk-taking behaviour, anxiety, performance in school subjects, perception, fear of failure, academic motivation, sex, socio-economic status and age.

Many researchers have tried to study the relationship between achievement motivation and intelligence. Studies conducted by McClelland, et al. (1953), French (1955), McClelland (1956), Mahone (1960), Hayashi, et al. (1962) and Choudhry (1970) did not reveal any significant relationship between these two variables. However, several others (French and Thomas, 1958;

Robinson, 1964; Meyer, et al., 1965; Mehta, 1969; Desai, 1970; Pathak, 1973; and Rao, 1975) found a fairly high correlation between n-Ach. and intelligence.

McClelland (1956), Clark, Teevan and Ricciuti (1956) and Atkinson (1957) studied the relationship between need achievement and level of aspiration. They found that persons high in need achievement set their levels of aspiration in the intermediate range of difficulty. In the studies of Vandermeer (1967) and Jawa (1972), achievement motivation was found to be significantly correlated with their levels of future aspiration. Patel (1971) found that highly motivated pupils fixed up moderate goals. However, somewhat contrary to the earlier finding, it was found in the studies conducted by Desai (1972) and Patel (1972) that the vocational aspirations of high and low n-Ach. pupils did not differ significantly.

Risk-taking behaviour is another variable whose relationship with n-Ach. has been studied by several investigators. McClelland (1956), in his study with school children, found that high n-Ach. children tended to take moderate risk. This finding was supported by the studies of Atkinson (1957), Morris (1966) and Weinstein (1969). In a study conducted by Littig (1969) it was found that highly motivated students preferred to have the least risk situations and did not want to take even moderately high risks. This was confirmed by the results of the studies conducted by Hancock and Teevan (1964) and by Raynor and Smith (1965).

Interesting findings have been revealed in the studies on the relationship between n-Ach. and anxiety. Hayashi and Habu (1962) found a significant difference in the achievement images in the stories written by the high anxious and the low anxious groups. Under achievement oriented conditions high anxiety group scored significantly higher than the low anxiety group on the achievement motive measure. Singru (1972) found that students ⁱⁿ low n-Ach. tended to avoid failure situations and thus had fear for evaluative situations. Bell (1972) reported a significant but negative correlation between motivation scores and anxiety level.

As a result of the studies conducted by Birney and his associate (1969), 'Fear of Failure' (FoF) has been identified, as a characteristic closely associated with "need to achieve". However, even earlier to this, several researchers had explored the nature of fear of failure and its relation to various other aspects. Hoppe (1930) pointed out that it was on the attainment of a particular goal that the feeling of success and failure were based. Gardner (1940) noted that those who were rated high on FoF predicted that they would surpass a smaller percentage of their peers than those who were rated as low. Postman and Brown (1952) reported that FoF subjects were found to be over sensitive to failure cues. McClelland, et al. (1953) noted that FoF subjects remembered very few uncompleted tasks as the conditions changed from relaxed to achievement oriented. Lyngdoh (1975) found that fear of failure among tribal as well as non-tribal boys and girls of Assam was very low. Kapoor (1974) conducted an experiment to raise fear of failure and hope of

success in school pupils. The results showed that as a result of FoF treatment the FoF level of pupils increased significantly. As a result of 'Hope of Success' treatment the achievement motivation level of pupils increased to a greater extent.

Almost all the correlational studies on n-Ach. have included achievement in school subjects or academic performance as one of the variables. In spite of such an exhaustive investigation into the relationship between n-Ach. and academic performance nothing can be definitely concluded from the findings of these researchers. Many researchers (McClelland, et al., 1953; Gough, 1946; Rosen, 1956; Atkinson and Reitman, 1956; McClelland, 1958; McKeachi, 1969; Todd, 1962; Botha and Close, 1965; Littig and Yeracaris, 1965; Caplehorn and Sultton, 1965; Ester, 1966; Knight and Sassernath, 1966; Irvin, 1967; Merrill and Murphy, 1969; Gill, L. J. and Spilka, B., 1962; and Mabel, 1960) reported a positive correlation between n-Ach. and academic performance. Further, Perrand (1965) found approach motivated subjects perform better than either avoidance motivated subjects perform better than either avoidance motivated subject or subjects indifferent to such situations. But, at the same time, a good number of studies (Parrish and Rethlingshafer, 1954; Lazarus, et al., 1957; Broverman, et al., 1960; Atkinson and Litwin, 1960; Demos and Spotyar, 1961; Shaw, 1961; Cole, et al., 1962; Heiblum, 1962; Longnever, 1962; Uhlinger, et al, 1960) have revealed a negative relationship between n-Ach. and academic performance. However, an interesting point to be noted is that in all the studies conducted in

India (Muthayya, 1964; Singh, 1965; Srivastava, 1966; Tamhankar, 1967; Laxmi, 1967; Chittra, 1968; Desai, 1972; Chandrakala, 1972; Sinha, 1970; Dave, 1973; Patel, 1971; Raval, 1971; Chokshi, 1973; Mohta, 1973; Parikh, 1975; Lyngdoh, 1975 and Rao, 1975), the results are the same. Results of all these studies indicate a positive relationship between n-Ach. and academic performance.

Martire (1956) found that subjects with high need achievement scores had a greater discrepancy between ideal and actual self-concept under both neutral and achievement oriented conditions. Studies done by Frymier (1965) showed that achievement was highly related to perception. Frymier's observation was that high n-Ach. pupils had an achievement outlook whereas low n-Ach. pupils lacked confidence in an achievement situation. This finding was further supported by the results of the studies conducted by Bruokan and Sheri (1966), Farls (1967), Davidson and Greenberg (1967), Choksi (1973), and Inamdar (1974). Lyngdoh (1975) studied the nature of concerns and their relationship with n-Ach. among tribals and non-tribals of Assam in India. She found that tribals had more self and country concerns than the non-tribals. She also reported that concern scores for country among the tribals correlated significantly with their n-Ach. scores.

Academic motivation has also been studied by some researchers to explore its relationship with need achievement. Desai (1970) took academic motivation as one of the variables

in his research project. He found that academic motivation is positively related with need achievement.

Mubayi (1974) found no relationship between n-Ach. and academic motivation among tribal and non-tribal pupils of South Gujarat. Choksi (1973) found that academic motivation score of boys were slightly higher than that of girls. Parikh (1975) measured academic motivation among school children using Jack Frymier's Junior Index of Motivation and studied its relationship with need achievement. She found that pupils having high n-Ach. scores scored highest on the Junior Index of Motivation.

Although several researchers have studied the relationship between n-Ach. and sex no definite conclusion has been drawn in this regard. Gokulnathan and Mehta (1972) studied the tribals of Assam and found that n-Ach. level of tribal girls differed significantly from that of tribal boys. This finding was in consonance with those of Gupta (1967) and Choudhry (1970); and it was later confirmed by the study by Mehta (1973). But, in a study conducted by Desai (1970) boys were found to have higher n-Ach. scores than girls. This finding was, again, in concordance with the finding of Sinha (1967) and confirmed that of Namdeo (1972). Further, Mukherjee (1965), Pathak (1973) and Choksi (1973) also studied n-Ach. in relation to sex but found no significant difference between the n-Ach. scores of boys and those of girls.

Bruckman (1966), Minigione (1966), and Stein (1971) studied n-Ach. in relation to age and found that n Ach, increases with age upto a certain stage. However, Smith (1965), Mehta (1969) and Pathak (1973), Mubayi (1974) did not find any significant relationship between age and n-Ach.

Relationship between n-Ach. and socio-economic status has also been explored by a number of researchers. Rosen (1956) and Douvan (1956) found that students from middle class families scored higher on need achievement than students from lower class families. Bruckman (1966) reported a significant positive relationship between need achievement and social class. Srivastava and Tiwari (1967) studied n-Ach. in relation to socio-economic status and found that people belonging to the middle socio-economic status group scored highest on the need achievement measure. Mehta (1969) found highest level of n-Ach. among the boys whose fathers were highly educated and engaged in semi-professional work. Chowdhry (1970) and Parikh (1975) and Rao (1975) found positive correlation between n-Ach. scores and socio-economic status scores. Angelini, et al. (1970) observed higher need achievement among the adolescents coming from industrially advanced areas of Brazil as compared to those from less industrialized regions. Gokulnathan (1970), Desai (1970), and Choksi (1973) reported that boys belonging to high socio-economic status families had higher n-Ach. than the boys of middle socio-economic status families. But, contrary to all these findings, Lyngdoh (1975) found no relationship between

n-Ach. and socio-economic status among both tribals and non-tribals of Assam. Mubayi (1974) found no relationship between n-Ach. and socio-economic status among tribals and non-tribals.

II.2 DEVELOPMENTAL STUDIES

Studies under this head represent developmental researches in the area of psychological education which consist of experimentation in changing human behaviour in desired directions. The present investigation falls in this category of studies as it also attempts experimentally to explore the possibility of inducing a series of psychological traits, through a set of psychological education inputs leading to balanced psychological development and studying its effects on academic performance. A pertinent question that would arise, here, is whether there has been any attempt made in the past for developing psychological education inputs and applying them in schools. Perhaps, there is no definite answer to this either in the affirmative or in the negative. In a way, there has been several attempts made in this direction. These attempts may or may not be exactly similar to the one planned under the present study, but certainly they have significantly contributed to the development and refinement of various concepts and procedures related to psychological education.

If psychological education is taken to mean any attempt to develop any one or more psychological trait in the individual, one would come across several studies which may be considered

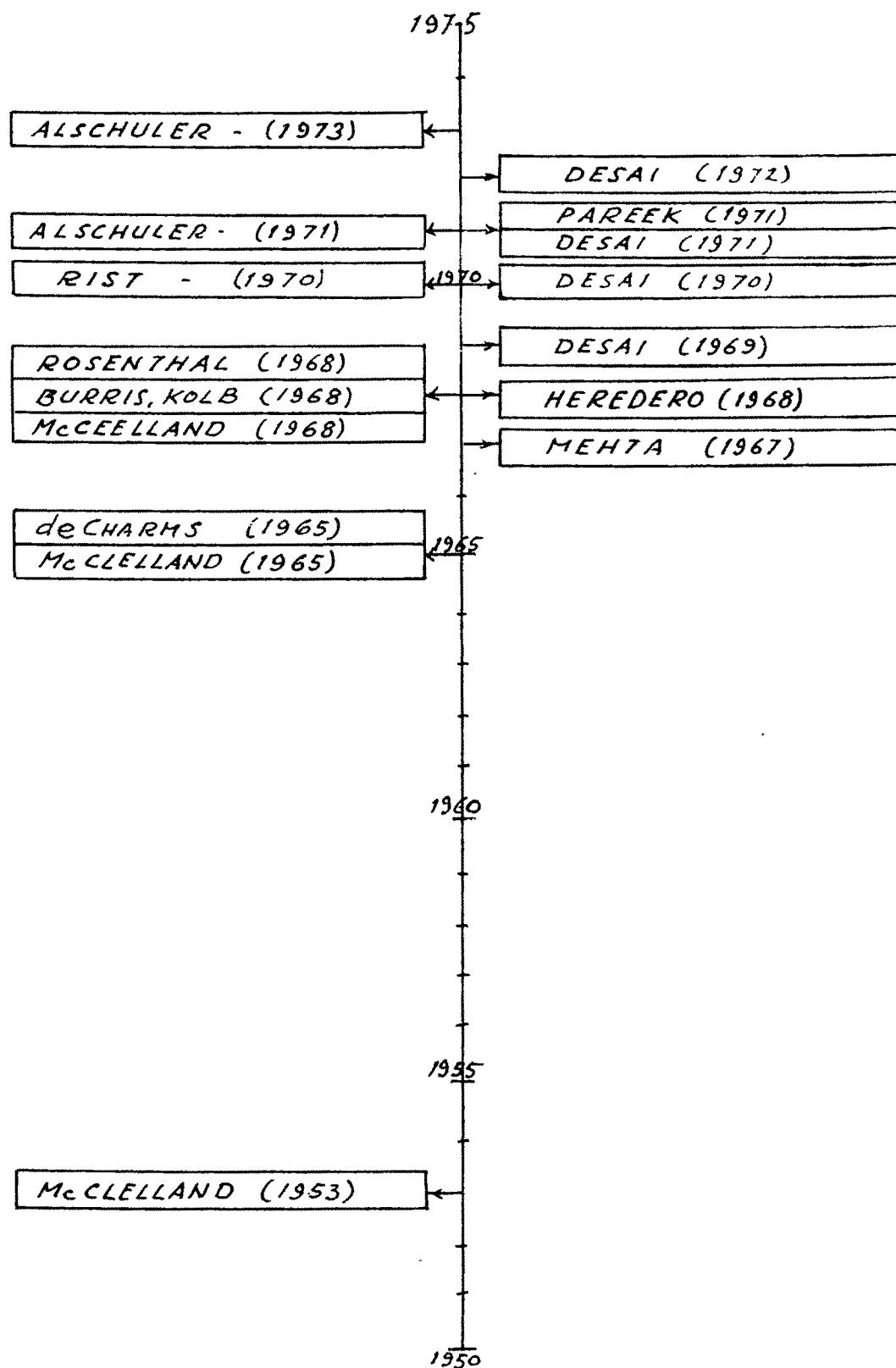
as attempts at imparting psychological education. It should be worth reviewing here, the major studies which induced attempts at imparting psychological education to school children. A time line diagram for the researches reviewed has been presented in Figure 2.

In most of the researches reviewed here, achievement motive has been the psychological trait which the researchers have tried to induce through their psychological education courses. An important feature common to most of these researches and the present study is their objective of measuring the impact of the development of the particular psychological trait or traits on academic performance of the pupils.

The pioneering efforts made by McClelland, et al.(1953) contributed to the development of a theoretical basis for psychological education. McClelland appears to have considered psychological education to mean any attempt at the development of certain psychological trait in an individual. Formulating the foundations of such a psychological education he stated twelve basic propositions mainly focussing on achievement syndromes, self-study, goal-setting and interpersonal supports.

McClelland's earlier attempts (1968) have been mainly to develop n-Ach. among people from business and industry. The results of this researches showed that the n-Ach. course was effective as measured by job promotions, salary increase, generation of investment capital and the creation of new jobs

FIG. 2 A TIME LINE DIAGRAM FOR
DEVELOPMENTAL STUDIES



by course members. He continued his research to explore the effects of achievement motivation in school children.

McClelland (1965) conducted a study at Harward University to find out the factors which maximize the impact of achievement motivation on school children. Pupils were exposed to brief intensive courses which were separate and distinct from rest of what was going on in the class. The training courses taught them a certain language, or way of thinking about achievement and career goals.

Another study of McClelland (1968) was conducted to explore the effects of psychological education in schools on students who manifested unduly low motivation towards school work. The psychological education course which mainly included inputs for achievement motivation development were given to a group of potential high school dropouts or failures, 16 to 17 years of age for five days. Half of the boys dropped out of the motivation course, as they had been doing in the school; but for those who stayed, the changes in behaviour a year and a half later were quite marked. They showed marked improvement in grades. They reported thinking very seriously about their vocational plan, though, the results were not conclusive because many of them dropped out. The results showed that effective achievement motivation training courses could be given to eleven year old, although in general the action inputs proved more useful than the thought exercises.

According to McClelland (1968) complete course involves teaching achievement motivation in thought and action, self-study, goal-setting, planning and moral building inputs. From his research studies, he concluded that the course which involved all of these inputs were more successful than those which involved less than the total package. Taking the cue from McClelland, several researches were conducted in India as well as abroad on motivation development.

deCharms and others (1965) conducted his research with similar training ideologies as of McClelland (1965). deCharms (1965) concentrated primarily on studying the effects of achievement motivation training on school work. Teachers were trained to introduce achievement motivation training in the classrooms in whatever way they found most convenient. Thus, most of the pupils in the experiment, experienced achievement motivation training inputs throughout an entire school year. Further, he developed a different questionnaire for pupils to fill out which focussed exclusively on the extent to which the teacher had fostered 'origin climate'. By an 'origin climate' he meant one in which pupils felt that they were in control of what they did in the classroom, that they could set their own goals, find their own means of obtaining them, feel rewarded for doing things on their own and develop self-confidence. In other words, they felt like 'origins' in the classroom rather than 'pawns'. He also developed an origin score for TAT stories. They found that teachers who had been trained in achievement motivation tended to operate classrooms which encouraged more

origin behaviour in the pupils. That is, the pupils felt more like origins in classrooms operated by n-Ach. trained teachers. It was also found that classrooms with origin climate scores tended to contain pupils who gained more in school learning.

Mehta (1967) conducted a study on developing achievement motivation in high school boys. The research sought to test the effect on academic performance of giving two types of motivation training, one designed to increase concern to achieve and the other, designed to boost aspirations. The study used teachers, trained in programmes designed to increase the pupils' concern to achieve, to act as agents for bringing about situations designed changes in their pupils. Three treatments were: (i) classroom motivation development treatment, (ii) aspiration boosting treatment, and (iii) a combination of classroom motivation development and aspiration boosting. The results of the experiment showed a trend of better achievement. The psychological training helped the teachers to strengthen their motivation. The teachers were also helped in improving their image of pupils. They started expecting better performance of their pupils. The pupils gained in achievement motivation, in sense of responsibility and tendency to work hard.

The combination of classroom motivation development and aspiration boosting treatment was found to be more effective in raising the achievement motivation than the aspiration boosting and classroom motivation development treatment given separately. Further, the classroom motivation development given

independently was found to be more effective than the aspiration boosting treatment in raising achievement motivation level.

Burris (1968) has reported that n-Achievement counselling of college underachievers significantly improved their grades. Subsequent to this study, Kolb (1965) initiated the first full scale attempt to give achievement motivation training to school children. Kolb randomly selected 20 boys from a group of under-achieving high school boys who were attending a special six week course. These 20 boys were taken from the experimental group while the rest constituted the control group. During the period of the course, he acted as the counsellor for the experimental group and gave a course in achievement motivation.

At the beginning of six week period, the achievement motivation trainees were required to meet with Kolb regularly for getting his counsel. The procedures used in the course were essentially of three types: training in achievement thought patterns, games involving achievement behaviour patterns, and group discussion and individual counselling about life problems and conflicts over achievement.

The boys in the experimental group produced achievement thought patterns, learned to score them for n-Achievement and practised using the categories. After three semesters, the difference was significant indicating that the experimental group had improved more than the control on academic achievement.

Rosenthal (1968) conducted a study in which prophecies or expectancies were experimentally generated in psychological experimenters in order to find out whether these prophecies would become self-fulfilling. The experiment was conducted in Oak school where a minority group of Mexican children were there. The study aimed to learn whether teachers' favourable or unfavourable expectations could result in a corresponding increase or decrease in pupils' intellectual competence. All the children of Oak school were (pre) tested with a standardized non-verbal test of intelligence. This test was represented to the teachers as one - that would predict intellectual 'blooming or spurling'. All the children of Oak school were tested again three times with the same IQ test after one semester, after a full academic year, and after two full academic years. For the first two retests, children were in the classroom of the teacher who had been given favourable expectations for the intellectual growth of some of the pupils. For the final retesting all children had been promoted to the classes of teachers who had not been given any special expectations for the intellectual growth of any children. The results showed that an year after experiment the Mexican children showed greater expectancy advantages than did the non-Mexican children, though, the difference was not significant statistically.

Further, Rosenthal (1968) studied the behaviour of a number of Oak school children in detail. Of the children whose teachers had been led to have favourable expectations for their

intellectual ability, twelve have been selected for personal descriptions, six boys and six girls, because, the effects of favourable expectations were dramatic only in the first and second grades. For each sex, two children were included who showed the greatest gains in total IQ after one year, those two children who showed the midmost amount of gain and the last two for least amount of gain. For each child, the pre-test IQ, the post-test IQ and the gain score was indicated. The descriptions were based on personal acquaintance with each child and on school records. In the descriptions given, it was found that parents of those children, who benefited most from favourable teacher expectations, seemed especially interested in their academic progress; and they were often described as children unusually attractive in physical appearance.

Heredero (1968) conducted leadership courses for developing achievement motivation in college students. These courses aimed at the development of creative leadership and increase of the need for achievement. In addition to psychological inputs usually given in McClelland's courses, other inputs were added, mainly of a spiritual type, in an effort to integrate cultural and religious values of the past with modern values. It was an attempt to lead the students towards personal and religious maturity. These courses were conducted in the year 1968-69. One hundred and thirtyfive students from various colleges and universities of Gujarat participated in the courses. Main objectives of the courses were to foster initiative and independent thinking, to increase need for achievement

and to develop personality. All these objectives attempted to achieve by making a synthesis between religious values, the values fostering the need for achievement and the qualities required of creative leadership. The results showed that their n-Ach. level increased from 0.07 to 14.24 and the students showed their liking for the course.

Desai conducted three research projects to develop achievement motivation in high school pupils. These researches aimed at studying the effects of motivational treatments on academic performance and other correlates of achievement motivation. Two treatments designed were: Incentive treatment and achievement motivation development by developing better self-image. These treatments were tried out on pupils of Kaira District. The three studies have been briefly described in the following:

In the first research project (1969) three treatments were tried out: (i) Classroom motivation development, (ii) Desai's incentive treatment, and (iii) Combination of classroom motivation development and incentive treatment. The results showed that all these treatments had positive effect on the performance of the pupils compared to pupils who did not receive the treatments.

The second project (1971) was conducted by Sardar Patel University of Vallabh Vidyanagar in collaboration with The M.S. University of Baroda. Mehta's classroom motivation development

treatment was implemented in rural as well as urban schools of Gujarat in order to study the effects on pupils' achievement concerns. The study aimed at training the teachers in achievement motivation programme and to study the resultant changes in pupils' behaviour. The results showed that the experimenting teachers observed the change in pupils regarding their work habits, goal-setting behaviour, initiative level, and other household work.

The third project (1972) aimed at designing the treatment model and implementation of it. The treatment was named: "Better Self-Image Treatment". The treatment procedure were contained in a booklet, named as "Swa-Pravesh" an entry into oneself. Each chapter was named as 'Praveshdwar' and each exercise as 'Yatna'. The entire experiment was planned for one term i.e. 1st November 1971 to 7th March 1972. The sample consisted of ninth class pupils of seven schools of Vidyanagar. The results for gain in n-Ach. and performance was found significant at 0.01 level, for both boys and girls (11.43**, 14.27**, 14.94**, 10.44**). It shows that treatment has affected positively for the motivation and performance of the pupils.

The results of all the treatments showed that treatment has affected the n-Ach. level of teachers as well as the pupils. The n Ach. level of the teachers increased significantly after the training. (T_1 - pre-n-Ach. score 9, post=38; T_2 - pre=15, post=20; T_3 - pre =11.75, post=48). The teachers on their own initiative worked hard and showed originality in suggesting

steps for the successful implementation of programmes.

The school pupils who received treatment 1 gained 11.77 in n-Ach. score. T₂ school pupils gained 3.19 in n-Ach. score and T₃ school pupils gained 11.07 in n-Ach. score. In case of performance, T₁ group gained 16 per cent marks, incentive group gained 15.73 per cent marks and T₃ pupils gained 14.32 per cent marks. The difference is not statistically significant. From the teachers' point of view, it was observed that incentive treatment was more useful, and acceptable, as it could be implemented in regular teaching of any subject.

Rist (1970) reported the results of an observational study of one class of ghetto children during their Kindergarten, first and second grade years. He showed how the Kindergarten teacher placed the children in reading groups which reflected the social class composition of the class and how these group persisted throughout the first several years of elementary school. The way in which the teacher behaved towards the different groups became an important influence on the children's achievement. An attempt was made for the development of expectations by the Kindergarten teacher as to the differential academic potential and capability of any student was significantly determined by a series of subjectively interpreted attributes and characteristics of the student. The study was a longitudinal study spanning two and a half year with a single group of black children. The results showed that the expectations of teachers from the children did influence on

4 pupils' performance. It was evident throughout the study that the teachers made clear distinctions they perceived between the children who were defined as fast learners and those defined as slow learners.

The teacher was to observe the pupils within the classroom settings for their behaviour, degree and type of verbalization, dress, mannerisms and performance on the early task assigned during class. They were free to form opinions concerning the capabilities and potentials of the various children. The pupils were classified according to the criteria discussed above.

Certain criteria became indicative of expected success and others became indicative of expected failure. Those children who closely fit the teacher's 'ideal type' of the successful child were chosen for seats at the first table. Those children that had the least goodness of fit with teacher's ideal type were placed at the third table. The type of response a student made was highly dependent upon whether he sat at table 1 or at one of the two other tables.

Pareek (1971) conducted research project on motivation training for mental health. The major objective of the project as to study the effect of the training programme on the mental health of the pupils. Besides studying the mental health of the pupils an attempt was also made to measure the associative factors of student mental health in the behaviour of the teachers with whom the pupils interact most of the time. The experiment was conducted to see whether the behaviour of

teachers which is associated with the students' mental health could be manipulated by training. The first phase of the study was to survey the mental health variables among primary school children and to study the effects of teacher behaviour on pupils' mental health. The second phase included the study of the effects of motivation training on teacher behaviour. The variables selected for the study were: (i) Adjustment of the children towards their home, school, friends, teacher and general matters such as self-perception; (ii) Dependency level; (iii) Initiative level; (iv) Trust on teacher as well as class fellows; (v) Activity level; ^{and} (vi) Sociometric status. Separate tests were developed by Pareek to measure these variables. To find out the associations between teacher interaction behaviour and student mental health levels about 25 per cent of the teachers who showed the highest indirect influence and another 25 per cent of the teachers who showed the highest direct influence were chosen. The results of the study of mental health of these school children revealed that the teachers using high indirect to direct influence attempts had significantly more number of students well adjusted, high in intelligence, high initiative taking as compared to the teachers using more direct to indirect influence attempts.

For the second phase of the study, the sample consisted of ten teachers both in the experimental and control groups, teaching class IV of Delhi schools. It was found from the study that as a result of the training programme, teachers used more

indirect category of Flanders' interaction technique, i.e., more acts of praising and encouraging the students, accepting and clarifying the idea of the students and building on their ideas and putting more and more questions to the students. The experimental group after training changed significantly about 5 to 6 per cent on average in praising the students in the class and encouraging and accepting and clarifying the ideas of students. On these dimensions the trained teachers also differed from the non-trained control teachers. There was also a tendency in the teachers trained to use less of lecturing, directing and criticizing. However, the changes in the experimental teachers were consistent in most cases, were not significant statistically.

Alschuler (1971, 1973) conducted researches in achievement motivation development in primary as well as high school pupils. He covered many psychological aspects in his researches such as attending behaviours, planning patterns and action strategies and personality factors contributing to the development of n-Ach. He evolved six basic steps for an integrated approach for psychological education: attend, experience, conceptualize, relate, apply and internalize.

As regards the results of his research studies of maximizing attending behaviour, the course seemed to get those who stayed thinking more seriously about their future goals and in many cases trying harder to achieve goals they had set for themselves tentatively during the training programme.

The second study i.e. planning patterns and action strategies showed that for the n-Ach. course there is an important interaction with age. For boys below the age of fourteen, action strategies were found more effective whereas for the senior high school students who are better able to think about their own thoughts and could construct for themselves a more meaningful set of future goals, the results showed that, teaching achievement planning was more useful.

The third study, i.e. the usefulness of achievement motivation training, reported that training in n-Ach. course correlated with change in grade point average from 9th to 11th grades ($P < .008$). Further, it showed that the n-Ach. course did improve the academic performance over a two year period.

The fourth study, i.e. personality and course factors was to assess the effects of several psychological background factors on the results of n-Ach. training. The results evidenced that achievement motivation training can be effective over a wide age range from adults to junior high school students provided appropriate adaptations are made to sustain the attendance and attention of the particular age group.

Alschuler (1973) has described the concept of psychological education in a more concrete and refined way than his predecessors. The psychological education as he advocates is the integration of the academic aspects with the psychological factors. The goals of psychological education formulated by

him were as follows: (1) Psychological education is to promote the existing aims of education, especially the often neglected ~~psycho~~-social goals. Psychological educators attempted to teach positive attitudes, motives and values that facilitate learning among all students. (2) The second basic goal of psychological education is to teach students of effective and pleasurable processes to reach the goals they choose. (3) A third goal of psychological education is to teach positive mental health. (4) The fourth goal is to promote normal development.

The procedures to achieve the aforementioned goals of psychological education are designed: (i) to foster a constructive dialogue with one's imagination, (ii) to increase one's repertoire of action strategies and communication skills, (iii) to increase the range and richness of one's emotional life, (iv) to focus awareness on the here and now.

II.3 SIGNIFICANCE OF THE PRESENT STUDY

Having reviewed the major studies in the area of psychological education, it should be interesting to consider certain important features of the present study. This would help to clarify the place and significance of the present study in a total perspective of researches related to psychological education. The research attempts described here reflect mainly attempts to raise the n-Ach. level or concern for excellence. They trained * teachers in motivation development programmes and then studied its effectiveness in raising the motivation

of pupils. Some of the researchers have attempted to implement certain other training programmes such as expectation boosting, incentive, leadership and mental health.

However, as has been noted earlier, these researches have concentrated on the development of only one or a few components of psychological development. As compared to this, in the present study, an attempt has been made to consider psychological education in a broader perspective and induce a wide array of psychological inputs which go to constitute students' psychological development. Further, the interest of these researchers in psychological development has been only secondary as their main interest has been to study the effects of their programmes on academic performance or performance in certain other related situations. In contrast to this, in the present study, psychological development has been considered per se an important aspect of school education, although, results in respect of effects on academic performance were intended to be found out and discussed. Another important feature of the present study is its approach to integrate the psychological inputs with regular instructional work of the school.

However, these remarks on earlier studies should not be taken as belittling their contribution to the field of psychological education. Any researcher in this field has to gratefully acknowledge them for paving the way for evolving the concept of psychological education. The major contribution of all these

researches has been that they have clearly demonstrated that changes can be brought about in different aspects of psychological development of human beings through inducing suitable inputs.