C H A P T E R   IV

DEVELOPMENT OF A PSYCHOLOGICAL

EDUCATION INPUT MODEL

C O N T E N T S

IV.1   INTRODUCTION

A model may be conceived of as a simplified version
of the real world, designed by extracting the essential
features of the reality. What is extracted from the real world
depends on the specific purpose for which the model is to be
used and model builder's understanding of the elements of
reality. Model building cannot be an one shot effort; rather
it is an interactive process combining intuition and experi-
ences, and assumptions and facts. The steps involved in such
a model building process may broadly be specified as follows:

1. Purpose of the model
2. Structural specification
3. Model simulation
4. Preliminary tryout
5. Final validation

The purpose for which the present model is evolved
has already been stated in the preceding chapter. The present
chapter includes a schematic presentation of the earlier
attempts in this direction, clarifying the structural specifi-
cation for such a model. Simulated model for the present
study has also been given. Details of the tryout and final
validation of the model will be provided in Chapter V.

There have been, already, certain attempts to develop
psychological input models. Such efforts have been made by

McClelland (1953), Mehta (1967), Heredero (1969), Desai (1970), Pareek (1971) and Alschuler (1973) who evolved various models for the development of achievement motivation. Generally, these attempts are based on certain theoretical propositions, which may or may not have been explicitly stated.

One important point to be noted is that these models are very much rooted in particular, simulated situations where they have to be utilized. These researchers have tried to develop chosen aspects of psychological behaviour and they are characteristically different from one another, although similar in some respects.

Each model has been presented here (in the form of a chart) as consisting of three aspects, viz.,

1. Basic Propositions
2. Input Activities
3. Outcomes.

In the works of Heredero (1969), Mehta (1968) and Alschuler (1973) the input models have not been given in the same fashion as is presented here. Some have not stated the basic propositions explicitly; some have described some activities only; and, some have given outcomes in detail whereas some others have not given. The investigator has made an attempt to closely study the works of these researchers and present their approaches in a common schematic form in order to give a comparative view of the ideas and activities adopted by them.

IV.2   THE EARLIER MOTIVATION DEVELOPMENT MODELS

*. McClelland's Achievement Motivation Development Treatment (1968)

Basic Propositions	Input Activities	Outcomes
Achievement Syndrome		
A_1 – The more thoroughly an individual develops and clearly conceptualizes the associative network of defining a motive, the more likely he is to develop the motive.	– Subjects are presented with a set of pictures which provoke achievement imageries.	– Development of achievement orien- ted thinking.
A_2 – The more an individual can link the newly developed associative network to related actions, the more the change in thought and action is like- ly to occur and endure.	– Subjects are given a lecture on nature and value of motivation.	– Clear perception of achievement thinking and its application to life in general.
	– Cases of successful entrepreneurs are present- ed.	
A_3 – The more an individual can link a newly conceptualized association action complex to events in his everyday life the more likely the motive is to influence his thoughts and actions in situations outside the training experiences.	– Subjects write an auto- biography to make plans for their future.	
	– Subjects practice achieve- ment thinking by learning to perceive job situa- tions,problems and possi- bilities in achievement terms.	

Basic Propositions	Input Activities	Outcomes
G. Goal-Setting		
The more reasons an individual has to believe that he can, will or should develop a motive, the more educational attempts designed to develop that motive are likely to succeed.	- Subjects take practical steps and make commitments necessary to fulfil the personal goals they have set for their own lives.	- Development of self-confidence. - Development of realistic goal-setting behaviour.
The more an individual commits himself to achieving concrete goals in life related to the newly formed motive, the more the motive is likely to influence his future thoughts and actions.	- Counselling sessions are arranged for the subjects to obtain better self-knowledge, more realistic appraisal of goals and more creative ways of attaining them.	
The more an individual keeps a record of his progress toward achieving goals to which he is committed, the more the newly formed motive is likely to influence his future thoughts and actions.	- Subjects play ring toss and block building games.	
S. Self-Study		
The more an individual perceives that developing a motive is required by the demands of his career and life situations, the more educational attempts designed to develop that motive are likely to succeed.	- Subjects write essay on 'Who am I?'. - Self-appraisal of their motive and work.	- Development of better self-image. - Clearer self-perception. - Increased commitment for achieving the set goals.
The more an individual can perceive and experience the newly conceptualized motive as consistent with the ideal self-image, the more the motive is likely to influence his future thoughts and actions.		

Basic Propositions	Input Activities	Outcomes
The more an individual can perceive and experience the newly conceptualized motive as consistent with prevailing cultural values and norms, the more the motive is likely to influence his future thoughts and actions.		

I - Interpersonal Support

Basic Propositions	Input Activities	Outcomes
Changes in motives are more likely to occur in an interpersonal atmosphere in which the individual feels warmly but honestly supported and respected by others as a person capable of guiding and directing his own future.	- Subjects practice in aiding and supporting one another in group activities.	- Development of ingroup feeling.
Changes in motives are more likely to occur the more the setting dramatises the importance of self-study and lifts it out of the routine of everyday life, thereby creating an ingroup feeling among the participants.	- Subjects examine their relations with others in the group throughout the course.	- Development of warm and supportive climate.
Changes in motives are more likely to occur and persist, if the new motive is a sign of membership in a new and continuing reference group.		

2. Mehta's Achievement Motivation Development Treatment Through Better Self-Image (1967)

Basic Propositions	Input Activities	Outcomes
When the pupils are made aware of their abilities and interests, better will be their self-image.	- Discussion on 'Who am I?' and 'Why am I here?'	- Better perception
When the pupils perceive their abilities and the achievement situation clearly, they will set moderate goals.	- Discussion on life goals. - Pupils fill up questionnaire for life goals.	- Development of realistic goal setting behaviour.
When the pupils are made aware of their responsibility for work in class, understanding the value of time, regular work habits, the more supportive will be the classroom climate.	- Thoughts about success are promoted by discussion, questions and essay writing.	- Development of supportive classroom climate.
Better self-image, moderate goal-setting and supportive climate will lead to the development of achievement motivation and thereby increasing the academic performance.	- Pupils get acquainted with the scoring of TAT stories for n Ach. and with the components of achievement motivation. - Clarification of achievement language. - Pupils perform a short play which have a basis on achievement thema.	- Learning the language of achievement motivation. - Development of achievement thinking leads to better performance.

Basic Propositions	Input Activities	Outcomes
	- Explanation of the meaning of creativity. - Pupils speak on biographies of scientists. - Discussion about the characteristics of a successful person.	- Development of creative thinking.

3. Rosenthal's Treatment of Self-Fulfilling Prophesy (1968)*

Basic Propositions	Input Activities	Outcomes
Development of the teacher's favourable expectations of their pupils, influence pupils' performance.	- Favourable expectations were given to few children for the intellectual growth. - Teachers rated each of their pupils on variables related to intellectual curiocity, personal and social adjustment and need for social apprement.	- Increase in pupils' intellectual growth.

* This model was used with a few modifications in the experiments conducted by Mehta (1967) and Rist (1970).

4. Heredero's Leadership Courses for Development of
Achievement Motivation (1968)

Basic propositions	Input Activities	Outcomes
When the students are given chances to take initiative and think independently, it will help in developing leadership qualities in them.	- Talks on: Development of personality, characteristics of high n-Ach. personality and on leadership. - Lectures on achievement motivation, its relationship with other aspects like national progress and leadership qualities. - Students fill in questionnaires regarding leadership qualities.	- Development of certain personality traits. - Development of leadership qualities.
When the students are made aware of the meaning and importance of philosophy of life, it will help them attain religious maturity.	- Talks on: Have an ideal life, Towards a unifying philosophy, Moral excellence and faith.	- Development of religious value.
When the students are made aware of the concept of moderate risk-taking behaviour, it will help them set moderate goals.	- Students play games such as Ring Toss, Block Building, Alexander's pass along intelligence game, M.R.G. business game. - Students fill in questionnaires regarding maturity, study habits, achievement motivation.	- Development of moderate risk-taking behaviour.

5. Desai's Incentive Treatment (1970)

Incentive Treatment

Basic propositions	Input Activities	Outcomes
When proper feedback is given (both verbal and non-verbal) it will help pupils improve their performance.	- Feedback given on test results and discussion.	- Increase in pupils classroom participation.
When opportunities are provided to pupils to mix with their class fellows, they will understand them better.	- Change in the sitting arrangement.	-Development of understanding for others and cohesive classroom climate.
When pupils are made aware ßf the discrepancy between their expected and obtained marks itж will help them set goals according to their abilities.	- Pupils suppose the marks for the tests and compare the obtained marks with the marks supposed.	- Development of realistic goal-setting behaviour.
When the competitive spirit is aroused in the pupils it will lead them to better performance.		
When the pupils are guided for better achievement, they will try to gain inner strength for better performance.	- Individual as well as group guidance.	- Increase in academic performance.

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6. Desai's Achievement Motivation Development by Developing Better Self-Image Through Specially Designed Curriculum (1971)

Basic Propositions	Input Activities	Outcomes
Development of the teacher's achievement motivation will result in raising the achievement motivation of pupils.	-Scoring of the stories	- Increase in teachers' achievement motivation.
Development of better self-concept helps the pupils to set realistic goals.	- Pupils write on 'What would I like to be?', My Goals, Use of leisure time. - Pupils play games viz., ring toss, Block building and Boat making.	- Realistic goal-setting behaviour.
Development of origin self-image will lead to greater confidence in themselves: through pupils clearer concept of leisure time, their achievement idol will help them to develop better self-image.	- Pupils write on 'Who am I?', If I were, Myself and My school, People whom I honour, A bridge of energy, Dialogue with oneself.	- Development of better self-image. - Greater perception as reflected in self-perception exercises.

7. Pareek's Achievement Motivation Development Model Through Interaction (1971)

Basic Propositions	Input Activities	Outcomes
When the teachers use more indirect influence in their teaching, it will influence pupils' achievement motivation, adjustment, classroom trust, dependency level, initiative level, activity level and cohesiveness of the group.	- More use of indirect teacher behaviour.	- Increase in n-Ach. - Better adjustment of pupils. - Greater class-room trust. - Increase in pupils' initiative level. - Increase in pupils' activity level. - Pupils' become more independent. - Development of group cohesiveness.

8. Alschuler's Psychological Education Input Treatment (1973)

Basic Propositions	Input Activities	Outcomes
n-Ach. Action Strategies		
When the pupils are made aware of the realistic and unrealistic risk-taking behaviour, they will prefer realistic risk-taking behaviour.	- Pupils play games viz., Ring toss, Dart dice, Origami.	- Development of moderate goal-setting and risk-taking behaviour.
When the pupils are given immediate feed-back for their better performance, it will encourage them for working hard.	- Demonstration and discussion of the games.	
When the responsibility is given to pupils it will develop a sense of identification with the work.		
n-Ach. Planning		
When the pupils are made aware of the achievement goals and goals for affiliation, task and power achievement, it will help them to set achievement goals.	- Presentation of case studies and discussion of it.	- Development of achievement thinking.
	- Teaching the components of achievement motivation.	- Learning the components of achievement motivation and its application to life.
	- Pupils' writing and scoring the stories in pictures presented to them.	

Basic Propositions	Input Activities	Outcomes
Self Study		
When the pupils are made aware of the reality demands, self-image and values of the group they belong to, it will help them to set their goal accordingly.	- Discussion on 'Who am I?' 'Why am I here?', 'What do I want?'.	- Development of clear perception of self.
Goal Setting		
When the pupils are allowed to apply what they have learned to a personal achievement goal, it will help them in visualizing their progress.	- Exercises on aiming by pupils. - Group discussion and goal-setting programme. - Pupils get the guidance individual as well as in the group.	- Development of moderate goal-setting leads to better performance.

IV.3 THE PSYCHOLOGICAL EDUCATION INPUT
MODEL OF THE PRESENT STUDY

3.1 Purpose of the Model

Before presenting the model it may be useful to point
out certain main features of the process adopted in developing
the model. As has been noted earlier the model has been evolved
with the purpose of implementing it in the primary school class-
es for achieving a balanced development of the psychological
domain of the children. However, as academic learning is, by
and large, considered to be the major aim of schooling, the
model inputs have been so structured as to have a positive
effect on the academic performance of the children.

3.2 Structure Specification

Structural specifications for the model were evolved
after making a close observation of the classroom where the
model was to be ultimately utilized and after making a critical
appraisal of the various principles of psychological develop-
ment which one comes across in the vast literature on child
development.

The model consists of three components. The first
component refers to a set of propositions which provide the
theoretical basis for organizing suitable learning experiences.
The second component consists of a set of input activities which
have been formulated based on the propositions enunciated and
have been so planned as to achieve the outcomes expected. The

third component refers to the set of outcomes which are expected
to be resultant of the various learning experiences provided.
Although, the structural specification refers to three distinct
aspects of the model, details have been spelt out carefully,
bearing in mind the relationships that exist among the three
components as well as among the various constituents of each of
the components. Details about the three components of the model
have been provided at ∠ the chart giving a schematic presenta-
tion of the model.

the end of

3.3 The Model

A schematic presentation of the psychological education
input model developed under the present study has been given in
the following. Here, the model has been specified in its final
form after it was refined based on the results of tryout study
and the validation experiment. As it can be observed the model
presents under separate heads the basic propositions, the input
activities and the expected outcomes. Specific input activities
and outcomes have been listed against each proposition. This has
been done to illustrate the inter-relationships that exist
between the set of propositions, the set of input activities,
and the set of expected outcomes. However, it should be noted
that there is no one-to-one correspondence between the three
sets. An activity might have its basis in more than one propo-
sition and also more than one activity may have their basis in
any one proposition. The same relationship holds good between
the sets of input activities and expected outcomes also.

The Psychological Education Input Model of the Present Study

Basic Propositions	Input Activities	Outcomes

1. **Awareness of Abilities and Aspirations leads to Clearer Goal Perception.**
 	
If opportunities are given to think about their abilities and aspirations for future life clearer will be the perception of their immediate and life time goals.
	- Pupils write and discuss on:
	
	  - 'Who am I?'
	  - 'What would I like to be?'
	  - 'My aims'.
		- Improved self-image.
		
		- Clearer goal perception.

2. **Awareness of their role in school leads to Favourable Attitude towards School.** If chances are given to pupils to objectively think about their roles in relation to school, more favourable will be their attitude towards school.	- Pupils write and discuss on: - Myself and my school. - Word association.	- Clearer perception of pupils' role on the school. - Correct perception of teachers' role. - Favourable attitude towards school.
3. **Healthy competition leads to concern for excellence.** If more situations are created for healthy competition among the pupils greater will be their concern for excellence.	- Pupils play games and work in group. - Spelling game.	- Manifestation of more goal directed activities. * More concern for excellence.

Basic Propositions	Input Activities	Outcomes
	– Preparation of charts in different subjects.	
	– Preparation of question paper for the tests and work in group.	
	– Doing assignments, project work in groups.	
	– Reading story books and biographies and discussing about them.	
4. **Immediate Feedback leads to Need to Achieve** If pupils are given immediate feedback regarding their performance in testing situations, greater will be their need to achieve.	– Pupils get individual as well as group guidance immediately after the announcement of their results.	– Increase in their need achievement. – Improvement in academic performance.
5. **Realization of Discrepancy leads to Realistic Goal-Setting** If chances are given to pupils to realize the discrepancy in supposed and achieved goals, more realistic will be their goal-setting behaviour.	– Pupils suppose the marks before the tests. They compare and find out the discrepancy between marks what they have supposed and what they obtained. – Pupils play Ring toss and Block building game and discuss about it.	– Development of realistic goal-setting behaviour. – Development of moderate risk-taking behaviour.

Basic Propositions	Input Activities	Outcomes
6. Awareness of Abilities leads to Decrease in Anxiety. If pupils have greater awareness about their abilities less anxious would they be in testing situations.	- Pupils prepare and discuss about question paper. - Discuss about their abilities and also about their performance in previous tests.	- Decrease in anxiety.
7. ( )Clearer Role Perception leads to Better Adjustment. If more chances are given to pupils to perceive the roles of people around them, greater will be their level of adjustment.	- Pupils write and discuss on: 'What type of teacher do I like to have?'.	- Better adjustment. - Clearer perception of teacher's role.
8. Accomodation of Ideas leads to Better Classroom Trust If pupils' ideas are accommodated to a greater extent in organization and management of classroom work, greater will be their classroom trust.	- Pupils discuss and suggest to the teacher every week regarding sitting arrangement, activities to be conducted, scheduling of teaching in different subjects and their other activities.	- Increase in classroom trust.

Basic Propositions	Input Activities	Outcomes
9. Involvement in Classroom Procedure leads to Initiative Level If greater involvement is given to pupils in the decision making about procedures of classroom work greater will be their initiative level.	- Pupils take responsibility of classroom work - discipline, cleanliness, maintaining Bulletin board. - Organizing cultural programme, educational tour.	- Increase in initiative level.
10. Chances for Participation leads to Greater Activity Level If more chances are given to pupils to participate actively in various activities - academic as well as non-academic, greater will be their activity level.	- Question-answer sessions are conducted about both academic and general knowledge; pupils are divided into different teams for this purpose.	- Increase in activity level.
11. Involvement in Extra-Curricular Activities leads to Wider Non-Academic Interests. If pupils are involved to a greater extent in extra-curricular activities, wider will be their non-academic interests.	- Pupils write and discuss on: - My leisure time. - Steps of honour. - Pupils participate in various competitions organized in the school and also by Municipal Primary School Board.	- Development of non-academic interest. - Positive changes in images for emulation.

Basic Propositions	Input Activities	Outcomes
12. ⟨Mutual Interaction leads to Group⟩ ⟨Cohesiveness⟩ If more opportunities are given to pupils to mutually interact with their class fellows greater will be the cohesiveness of the group.	- Sitting arrangement of the pupils change thrice in a week in rotation.	- Better social relationships.
13. ⟨Freedom to Select leads to Better⟩ ⟨Sociometric Status of the mates⟩ If more freedom is given to pupils in choosing their mates during various activities within and outside classroom, better would be the sociometric status of the group.		- Positive changes in the socio-metric status.

3.3.1 Basic Propositions

A set of thirteen propositions were enunciated which would clearly specify the mechanisms underlying the development of the psychological domain of the children. Thus, these propositions constitute the basic theoretical foundations from which the practical aspects have to be derived. A basic theoretical assumption made in deriving the practical aspects is that the children would manifest only those behaviours which they get opportunities to practise.

3.3.2 Input Activities

A series of input activities were planned for the classroom and outside the classroom based on the set of propositions enunciated. These activities would provide ample opportunities to the children to practise those behaviour which would facilitate psychological development. However, it has been realized that such a purely behaviouristic and atomistic approach is futile as the behaviour patterns induced through such an approach would largely be shortlived. Therefore, in operation the input activities are to be cogently integrated with the regular schedules of classroom work. This would create a natural milieu for the operation of the model and also help to bring about changes in the children's overall development in a formal setting. Further, it would allow each child to internalise the behaviour patterns induced through the input activities in his own normal way without seriously disturbing

the development of inherent instinctual aspects of his persona-
lity. Details about the various input activities have been
provided in the following:

Who am I?

The pupils were asked to write on 'Who am I?'. They
were to write about their family, interests and attitudes,hopes
for future. After completion of the writing, they (pupils) were
to discuss about the same topic. The teacher herself spoke
about 'Who am I?', to encourage the children.

What Would I Like To Be?

Pupils were to write on what they want to become in
future and state the reasons for selecting. Each pupil was
encouraged and given chance to participate. After the discuss-
ion, the teacher used to conclude by giving ideas regarding
what they were supposed to speak about. The discussion aimed at
inducing achievement thinking in pupils.

My Aims

Pupils were to list the short term goals which could be
achieved within a week as well as long term goals which have to
be achieved over a considerably long duration. The purpose was
to make them perceive their goals more clearly and to commit
themselves for the achievement of the goals they have set for
themselves. It was repeated thrice at approximately equal
intervals of time during the course of experimentation.

Myself and My School

The pupils were to answer four questions given for the item which mainly reflected their attitude towards the school. It measures pupils' perception of their role in school and of various school activities, teachers and norms of the school. Pupils were encouraged to discuss and express their ideas.

Word Association

The words were announced one by one in the class. Pupils were to write two lines in response to each word announced. They were provided three seconds gap for writing each response. They were to discuss about it.

Competition

In the regular classroom work, pupils were divided into groups. They worked together for school subjects. The competitive spirit was aroused in them for concern for excellence. The teacher was very careful about the healthy atmosphere of the group. Besides classroom work, the pupils were encouraged to participate in the competition organized by Municipal Corporation.

Change in Their Sitting Arrangement

Pupils spent their major part of their school hours inside the classroom. It is in fact, inside the classroom most of the likings, preferences, affiliation and understanding develop among pupils. But, generally, sitting arrangement never alter

during the year. Pupil sitting in the last bench sits there only. This becomes a barrier to their interaction. As a result, some pupils remained isolates only, certain other form rigid cliques among themselves.

A way to avoid such a tendency was to change the sitting arrangement. The change was made thrice in a week, so that every individual gets chance to mix with others.

A sociogram was prepared thrice during the experimentation. The stars, isolates and cliques were identified among pupils and also pupils' preferences and likings for others were noted. The changes of the sitting arrangement was based on this data.

Goal Discrepancy Scale (GDS) Treatment

Pupils were asked to suppose about their marks on tests as well as on games. GDS treatment was repeated once in a week. Two days before the test, the pupils were asked to suppose the marks for the test. These marks were recorded on the sheet of progress report. These progress report sheets contained the column for marks supposed, obtained marks and discrepancy between the supposition of marks and marks obtained. After the test, the pupils were informed about the marks they had supposed. The discrepancy was made clear to them by providing individual guidance. Generally, the weekly tests were conducted on the end of the week day. So the pupils were asked to suppose their marks on two days before the tests and was recorded on the progress

report sheet. To provide an immediate feedback, the marks were announced on the first day of /the week, and counselling regarding their difficulties were provided individually as well as in the group. In the classroom, feedback was provided to bright pupils by praising them in the class and the weak pupils were encouraged to improve upon themselves and to compete with the group.

For non-academic aspect, Ring Toss and Block Building games were played.

Ring Toss Game

In the 'Ring Toss' game, the pupils were asked to throw the ring on the peg from any distance around ten feet. This game is divided into four phases.

The pupils in the first phase were asked to choose the distance and allowed to throw by themselves when none of their classmates were there. They were given three chances each.

In the second phase, the same pupils were asked to throw the ring on the peg from any distance they chose, but in this phase they had to play amidst their classmates. Here again three chances were given to each.

In the third phase of the game, the pupils were again asked to throw the ring on the toss from the distance chosen by them. This time, some positive incentives with some verbal tones like: 'good', 'try again', 'you will succeed', etc. were given. Alongwith, incentives like credits were assigned to

every feet - feet of distance, e.g. 1 feet - 100 marks, 10 feet - 1000 marks.

While, in the fourth phase of the programme, reverse incentives were given. No feedback was given. Reserve incentive of the credits were set, i.e., the credits were reversed in the order of distance of feet, e.g.

1 feet distance	- 1000	marks
10 feet distance	- 100	marks

After completion of the game, there was a discussion regarding the game. The game was played twice as pre-post measure.

Block Building Game

It gives practice to pupils in goal-setting behaviour. A good number of wooden cubes were put on the table. The aim was to put as many cubes as possible on the top of the other. This was to be done by the pupil blind folded. Before the actual game started, pupils were to decide the number of cubes he will be able to place. Pupils were to build twice for positive and negative incentive. Instructions were given to the pupils for building the blocks. After the completion of the game, there was a discussion about their gaps between their supposition marks and marks obtained. The game was played twice as pre-post measure.

These games were tried out to find appropriate ways

in which they should be included in school work for understanding and improving their risk-taking and goal-setting behaviour respectively.

Group Work and Creativity

This activity was included to help increase group cohesion, provide opportunity for creative activity, develop a sense of belongingness and understand the importance of co-operative efforts.

The group work was organized thrice a week. The composition of group used to be changed every time. Competitive-spirit was aroused in them by giving the same work in all the four groups. They were asked to do their best to get the highest marks. Care was taken while forming the groups to see that each group had equal number of bright and enthusiastic pupils. Both academic and non-academic items were included in the group work such as preparing charts in the school subjects, project work, spelling games, collection of materials and writing poems.

Library Work: This activity helps the pupils for developing reading habits, creating a sense of appreciation, knowing about the great personalities, etc. Once in a week, pupils were given short story books. The books were divided into three categories - religious, historical and biographical. A record was kept for each pupil for their selection of the books. Pupils were encouraged to read all the three types of

story books. They were given a paper on which they were to write down certain points about the qualities and achievements of the great people. Main aim of the activity is to increase the wealth of images pupils possess and hold as ideals for emulation.

Story Telling: Once in a week, teacher used to tell stories depicting the biography of the eminent people, indirectly stressing the points of their great achievements, good qualities and how they reached the greatness. Through this an attempt was made to induce achievement thinking in them. Pupils were also encouraged to tell stories in the class. After the story telling, a group discussion session was arranged where pupils were to discuss about the qualities they liked most for practising in their own life.

What Type of Teacher Do I Like

The pupils were to write about the qualities they like most in the teacher. This exercise was meant to provoke some ideas in the pupils about the teacher. They were to discuss this exercise in group.

Steps of Honour

The pupils were asked to write the names of three persons whom they honoured most and also forward reasons for their choices. Teacher first explained the purpose of the activity and herself gave out the names of persons whom she

honours most.

Leisure Time

The pupils were required to respond to four questions provided to them on a printed sheet. The questions were meant to extract information regarding the activities they do in their leisure time which would indicate their non-academic interest. Pupils were to speak about the activities they do in their leisure time.

3.3.3 Expected Outcomes

The third component- of the model as has been noted earlier, relates to output specifications. A list of expected outcomes has been specified which, taken together, would serve as ⸤ an ⸥ indicator of psychological development of the children. Thus, one can study the effectiveness of the model by measuring and evaluating the changes in those aspects of behaviour specified by the various expected outcomes. Further, an appraisal of these outcomes at intermittent stages during the course of the programme would serve as useful feedback to the teacher as well as to the pupils.

IV.4 THE CRITICAL DISCUSSION OF THE VARIOUS MODELS

The propositions of McClelland are derived from his conception of motives as 'affectively toned associative networks' arranged in a hierarchy of strength or importance within a given individual. (McClelland, 1965). The associative –

network of a person with high achievement motivation can be
characterised by the thoughts typically found in his thought
samples. At the simplest level, if a motive is nothing more
than the associative network, then to change a motive is merely
to change a person's associativenetwork.

The underlying principles, input ideas and activities
of all the models discussed earlier have their basis in
McClelland's basic propositions, which include four major
aspects - achievement syndromes, self-study, goal-setting and
interpersonal supports.

Though, all these studies have not included all the
four aspects, yet are originally based on all or most of these
aspects. The most identical element in these models is self-
study wherein the basic principle for raising achievement
motivation is to make clear about individual's self-perception.

What is actually done in a training course to opera-
tionalise these propositions and make them into inputs? The
cognitive associative network input consists largely of teach-
ing the trainees to think the kinds of thoughts found in the
thought samples of people with high n-Achievement. To start
with they write stories. Then they study scoring categories
and score their own stories. This procedure shows them that
they can recognize achievement thoughts in their own stories.

They learn that whenever a problem arises in their
own life they can think of the behavioural sequence underlying

the scoring categories and identify their goal and decide
whether it is an achievement goal or not. They can decide
whether they really want it. (Need) by investigating their feel-
ings of affect about it (positive and negative affect), they
can ask themselves whether they anticipate success or failure
(Positive and Negative Goal Anticipation); they can investigate
what kinds of interference they may encounter either due to
their own inabilities (Personal Block) or from external sources
(World Block); they can think about specifically what they need
to do to attain the goal (Instrumental Activity) and if they can
get any help from other sources (Help). Such a careful self
analysis and planning moves the trainee beyond developing the
cognitive associative network and begins to help him tie it in
with affective and behavioural components that are important to
him.

But before he can apply the new technique to real
problems he practises it in games where he can see how strategy
works. Numerous games have been developed to help tie the
cognitive to the affective and behavioural aspects. The games
are designed to demonstrate that careful analysis of risks, and
careful checking of personal skill lead to success in competiti-
ve situations. Games using ring toss, dart dice, racing carts
and puzzles show the advantages of taking moderate risks based
on careful analysis of results indicating individual skill.

An attempt is made during the course of the training
to insure that the lessons learned from applying achievement

thoughts to games are transferred to real goals by having the
participant analyse his goals in an inventory and select a
specific goal that he may reasonably expect to achieve within
the next two years of his life. He is encouraged to work out
a plan for attaining his goal and attempts are made by means of
follow-up questionnaires or interviews to help him check on his
progress.

These procedures deal more or less directly with
achievement motivation and goals. In addition to these inputs,
the entire training course is placed m in the setting of self-
analysis. The trainees usually write a short essay in answer to
the question 'Who am I?', in which the participants introspect
about themselves and goals. The aim of this procedure is to
increase their self-understanding and to encourage them to see
themselves as achievers. Such a critical self-analysis is
apparently best carried out in a warm, accepting atmosphere.

deCharms (1968) points out that "to think of the
associative network as only thoughts about achievement is a
mistake". He has suggested that, conceptually, at least three
types of mediating mechanisms may be postulated, namely,
cognitive, affective and motor mediating mechanisms. He further
suggested that affective mediating mechanisms lie at the heart
of motivation but that they never occur in isolation. The
motive is actually a combination of all three types of mediat-
ing mechanisms, i.e., the associative network is composed of
cognitive, affective and motor aspects. Instilling primarily

the cognitive aspect by training in the scoring categories is
only one-third of the story and should not result in a very
effective way of changing the motive. Changes in cognitive
aspect, i.e., increasing the number of achievement thoughts
and decreasing the number of interfering thoughts, must be
accompanied by changes in the affective and motor or action
components, i. e. a change of all the aspects of the associa-
tive network. McClelland's (1953) thought sampling may be seen
as one way of tapping the predominant networks and assessing
their content, but the cognitive aspects must be connected with
the affective and behavioural aspects to result in a full-blown
motive. deCharms in his approach of motivation development has
tried to link the cognitive and affective aspects of develop-
ment.

McClelland conducted his studies mainly in business and
industries, but other researchers have made an attempt to gear
the treatments to educational settings. Out of four Indian
studies in achievement motivation development, three studies
were conducted to train teachers in motivation development and
thereby raising the motivation of pupils at the secondary
school level. Two of them have attempted to develop the
motivation development curriculum discussed in this chapter
(Mehta, 1969 and Desai, 1971) for high school pupils. Mehta
(1968) stressed the expectation boosting in the teachers.
Desai (1971) stressed on the development of motivation through
better self-image. If Desai's and Mehta's models were to fit

in Alschuler's four courses on achievement motivation develop-
ment, viz.. Achievement full, Affiliation, Achievement action
and Achievement planning, the first part of their studies which
involves training in achievement motivation development to the
teachers is based upon the achievement full course wherein
theoretical aspect is given greater weightage. However, with
the children, more of achievement planning and achievement
action are utilized.

Alschuler attempted to translate McClelland's twelve
original propositions (McClelland and Winter, 1969) for acquir-
ing a motive into more relevant teaching strategies for the
students. Most of the original propositions are incorporated
within the following six sub-goals.

1. Get and sustain students' attention by creating
   moderately novel learning situations.

2. Allow the student to experience intensely the
   thoughts, actions and feelings that comprise the
   motive.

3. Help the student clearly conceptualize the motive
   he has experienced.

4. Help the student intellectually relate the motive
   to his dominant values, ideal self-image, and the
   demands of his salient life situations.

5. Guide the student in practising the application of
   this goal-oriented pattern of thoughts, actions
   and feelings.

6. Internalize the motive by progressively withdrawing
   the support of the learning situation while the
   student takes increasing responsibility for
   maintenance.

The six goals form a logical sequence in the sense that
each is required before the next can be accomplished. Before
the motive can be experienced, students must be in attendance
and attending. Before the student can clearly and meaningfully
conceptualize the motive, he must be aware of the experience to
be conceptualized. The sequence of goals is cumulative in that
each activity contains the previous ones. For example, intelle-
ctually relating the motive to one's values, self-image and the
demands of reality involves attention, and memory of the
experience. Further, each step has distinctive criteria for
success that can be used to assess progress.

It may be helpful to briefly illustrate this sequence
as it was implemented in the training programme. To get and
maintain attention throughout the course, moderately novel
situation was created in the norms, values and procedures of
schooling. At each stage in the learning sequence, however,
the training departed moderately from traditional school
routines. Educational games were used to provide the experience-
-base for conceptualization rather than workbook exercises or

written projects.

They introduced contents in learning the conceptual vocabulary instead of orienting them to tests. To help them relate their experience to values, ideal self-image and reality demands, the lectures were given on how Achievement Planning and Actions were helpful to them. Help was given to each person practise what he learned by coaching him in setting a meaningful goal that could be reaching in six weeks.

These research attempts have been made to raise n-Ach. level. They trained the teachers in motivation development programme and then studied its effectiveness thereby in raising the motivation of pupils. They involved inputs for different treatments like expectation boosting, incentive, leadership and mental health. But, no effort has been put forth, till now, to develop inputs for a total psychological education and to see the effect not only on academic performance but also on other behaviour/aspects. Further, generally, the training programmes have not been integrated with the regular instructional work of school. However, the major contribution of all these researches is that they have clearly demonstrated that changes can be brought out in certain aspects of psychological development through inducing suitable inputs in them.

The psychological education input model developed for the present study has certain underlying principles which are based on goal-setting behaviour, self-perception, group behaviour, creative and active participation etc., and their

relationship with performance. These principles to some extent
are based on the twelve propositions of McClelland (1968).
Along with the input activities the expected outcome have also
been specified. The outcomes, in fact, represent the resulting behaviour of children when the basic ideas are translated
into practice. The experience to be provided to the children
in order to achieve the expected outcomes have been listed
under the head activities. The activities include supposition
of marks, feedback on performance, discussion of goal discrepancy, ring toss game, block building game, etc. Some of the
activities have been taken from the procedures suggested by
Desai (1972), and Alschuler (1973). Some of the measures of
psychological indices viz., adjustment, classroom trust, classroom initiative have been taken from the study conducted by
Pareek (1971). The overall approach for developing the model
has been on the lines suggested by Alschuler (1973).

An attempt is made to develop psychological education
input model in a more comprehensive manner. It is an attempt
to educate the individual with a view to achieve a total development of his psychological domain as much as his intellectual
aspects. A list of sixteen indicators of psychological development were thought out for psychological development of pupils.
These sixteen indicators do not exhaust all the constituents
of psychological domain; however, they broadly reflect the
general trends in the development of psychological aspect.
Further, 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.