PREFACE

Achievements in various walks of life in general, and academic achievement in particular, are the cornerstones for successful living in today's competitive society. A good memory, and an efficient retentive function, therefore, are of great help in everyday life to all brain-workers who heavily lean on their facility in acquiring and retaining predominantly verbal information. Because of this, the field of retention presents a perennial challenge to the psychologists, specially, exploring the effects of organismic and environmental factors on this vital aspect of human behavior. Certainly, it will be a service to the mankind to undertake researches at this aspect, and put forth the efforts with a motto in the mind to make the human a better retainer by enriching those conditions which foster the good retentive potential, and at the same time, freeing him from detrimental effects of other organismic and environmental factors. These efforts, consequently, will ascertain superior achievement in every walks of their lives where they have to depend upon their memory. The present study which deals with retention, has its worth and relevance, as it probes the effect of induced frustration in retention in the special context of the individual differences in respect of the cognitive and non-cognitive personality traits.

The present research is an attempt to analyze the effect of field-dependence/independence, locus of control and experimentally induced frustration on retention potential.

In Chapter One of the thesis, the concept and the process of retention and forgetting have been explained. Relevant studies pertaining to the effects of field-dependence/independence, locus of control, and induced frustration on retention have also been reviewed in this chapter. Chapter Two is devoted to elaborating the problems and respective hypothesis undertaken for the investigation in the present research. Methodology adopted in the present research has been detailed in Chapter Three. Results of analysis of data through various statistics have been summarized in Chapter Four. The discussion of findings have been splitted into two sections. The first section forms the content of Chapter Five wherein the independent effect of determining factors, i.e., field dependence/independence, locus of control and induced frustration have been narrated. Chapter Six is spared for the exclusive discussion of the interaction effects of these three factors on retentive potential of the subjects.

A separate Chapter Seven on SUMMARY has been added to give a
bird's-eye view of the whole study. It was found that field dependence/independence, locus of control and induced frustration have their own saying in retention individually as well as jointly too.

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