CHAPTER II

IMPORTANCE, OBJECTIVES AND HYPOTHESES OF THE STUDY

2.1 IMPORTANCE OF THE STUDY

This chapter describes briefly the importance of the problem under study. It is a truism that qualitative improvement in the standard of education is consequent upon the formation of good study-habits in school-going children. Much of what is learned in schools and in daily life becomes consolidated in the organism in the form of habits. It goes without saying that well-formed habits help the individual in his adjustment in home, school, and society.

The investigator being concerned and impressed by the faulty study-habits patterns of children from 10 to 12 years of age in his previous study entitled "A Survey of the Study-Habits of Children from 10 to 12 years of age with regard to their Sex, Economic Status and Parental Profession", conducted for his M.Phil dissertation during 1979-80, decided to make a survey of the study-habits of adolescents in relation to their sex, intelligence, and socio-economic status. The well-formed study habit is an important factor in the development of harmonious personality and better adjustmentability of the individual in his environment.

Very little work has been done in the field of study-habits in India and specifically in Himachal Pradesh. Most
of the studies in the field of study-habits were conducted on the college students. But childhood and early adolescence particularly the school stage is the formative stage when different habits are formed. When the child enters adolescence different psycho-physical changes take place in him which have lasting effects in every walk of his life. Hence it is really worth-while to take study-habits of school going adolescents as a research topic. Parents and teachers are to watch carefully the study-habits of these young children and must guide them in forming desirable habits of study. It is hoped that present study will be of great help to parents, educators, and other members of society, who are concerned with the welfare of adolescents.

Keeping in view the importance of the development of habits (particularly study-habits) and paucity of researches in this important area of development of skills, the investigator felt interested in this specific field.

Adolescence is a very important and delicate period in the life of the individual. During this period a number of physical, psychological and emotional changes take place in the individual which have a great impact on the study-habits of adolescents directly or indirectly.

The task of learning, is not dependent on the teacher alone, it is not only the teacher's responsibility but it is also the responsibility of the pupils. Efficient learning depends not
on good teaching alone but on satisfactory learning procedures also. In other words, learning involves the development of proper study-habits and skills. The problem of study-habits is one of immense importance both from the theoretical and the practical point of view. Theoretically, efficient learning depends upon the development of effective study-habits and skills and as such one of the continuous objective of teaching should be the improvement of study-habits and skills of the students. From the practical point of view, the problem is all the more important. Very often, teachers come across many students who appear to have above average scholastic aptitude, yet they are doing very poorly in their courses of study. A great majority of these seems to have faulty study-habits. Proper guidance to them would, it is expected, change their faulty study-habits into desirable ones. Since study-habit is an important factor in learning, it becomes necessary to investigate into its nature. Whether it bears any relationship with achievement, intelligence, sex and socio-economic status.

Sometimes, it has been observed that some students who score higher on the intelligence tests do not have equally good scholastic achievement, whereas, certain students who score low on intelligence tests have relatively higher scholastic achievement. Therefore, it can be said that intelligence is not the only factor responsible for the scholastic achievement. There are certain other factors too, which influence the scholastic achievement of
the pupils. Probably, study-habits can be one of the factors and perhaps the major factor affecting the scholastic achievement of the pupils. Since very little work has been done in the field of study-habits. Hence it becomes necessary to take up such type of topic and to make suggestions for improving the study-habits of students.

2.2 STATEMENT OF THE PROBLEM

"A Survey of the Study-Habits of High, Middle and Low Achiever Adolescents in Relation to Their Sex, Intelligence and Socio-Economic Status".

2.3 OBJECTIVES

The objectives of the study are as under:

1. To find out the differences in the study-habits of adolescent boys and girls.
2. To find out the differences in the study-habits of adolescents at different levels of academic achievement i.e., high, middle and low.
3. To find out the differences in the study-habits of adolescent boys at different levels of academic achievement i.e., high, middle and low.
4. To find out the differences in the study-habits of adolescent girls at different levels of academic achievement i.e., high, middle and low.
5. To study the interactional effect of sex and academic achievement in relation to the study-habits of adolescents.

6. To find out the differences in the study-habits of adolescent boys at different levels of intelligence i.e., high, middle and low.

7. To study the interactional effect of academic achievement and intelligence in relation to the study-habits of adolescent boys.

8. To find out the differences in the study-habits of girls at different levels of intelligence i.e., high, middle and low.

9. To study the interactional effect of academic achievement and intelligence in relation to the study-habits of girls.

10. To find out the differences in the study-habits of adolescent boys at different levels of socio-economic status i.e., high, middle and low.

11. To study the interactional effect of academic achievement and socio-economic status in relation to the study-habits of adolescent boys.

12. To find out the differences in the study-habits of adolescent girls at different levels of socio-economic status i.e., high, middle and low.

13. To study the interactional effect of academic achievement and socio-economic status in relation to the study-habits of adolescent girls.
14. To study the interactional effect of intelligence and socio-economic status in relation to the study-habits of adolescent boys.

15. To study the interactional effect of intelligence and socio-economic status in relation to the study-habits of adolescent girls.

16. To study the tripple interaction between academic achievement, intelligence and socio-economic status in relation to the study-habits of adolescent boys.

17. To study the tripple interaction between academic achievement, intelligence and socio-economic status in relation to the study-habits of adolescent girls.

2.4 HYPOTHESES

1. Study-habits of adolescent boys and girls differ significantly

2. Study-habits of adolescents differ significantly at different levels of academic achievement i.e., high, middle and low.

3. Study-habits of adolescent boys differ significantly at different levels of academic achievement i.e., high, middle and low.

4. Study-habits of adolescent girls differ significantly at different levels of academic achievement i.e., high, middle and low.

5. Sex and academic achievement do not interact in relation to the study-habits of adolescents.
6. Study-habits of adolescent boys do not differ significantly at different levels of intelligence i.e., high, middle and low.

7. Academic achievement and intelligence do not interact in relation to the study-habits of adolescent boys.

8. Study-habits of adolescent girls do not differ significantly at different levels of intelligence i.e., high, middle and low.

9. Academic achievement and intelligence do not interact in relation to the study-habits of adolescent girls.

10. Study-habits of adolescent boys differ significantly at different levels of socio-economic status i.e. high, middle and low.

11. Academic achievement and socio-economic status do not interact in relation to the study-habits of adolescent boys.

12. Study-habits of adolescent girls differ significantly at different levels of socio-economic status i.e., high, middle and low.

13. Academic achievement and socio-economic status do not interact in relation to the study-habits of adolescent girls.

14. Intelligence and socio-economic status do not interact in relation to the study-habits of adolescent boys.

15. Academic achievement, intelligence and socio-economic status do not interact significantly in relation to the study-habits of adolescent boys.

16. Intelligence and socio-economic status do not interact in relation to the study-habits of adolescent girls.
17. Academic achievement, intelligence and socio-economic status do not interact significantly in relation to the study-habits of adolescent girls.

2.5 DELIMITATION OF THE PROBLEM

The delimitation becomes an essential part of any study in research work, because the field of investigation is varied and limitless. Research is a life long process. The scope of the problem in hand is vast. So it is necessary to delimit its scope.

From the various studies it has been found that different factors affect the study-habits of children directly or indirectly for example:

1. Qualification of the parents.
2. Study-habits of parents, and siblings.
3. Types of schools in which the children are studying.
4. Availability of the study material.
5. Economic conditions of the family.
6. Area in which the children are living.
7. Intelligence level of the children.
8. Personalities of the teachers and parents.
10. Age level of the children.
Although all the above factors affect the development of study-habits. But to the convenience of the researcher the study has been limited to the following areas:

- Only adolescents of both the sexes studying in the 9th class were taken.

- Study was conducted on the adolescents in relation to variables like sex, intelligence, achievement and socio-economic status.

- So far the data collection on the scholastic achievement is concerned, total marks obtained in 8th class final examination conducted by the Himachal Pradesh Board of School Education were taken.

- Study was conducted on the High and Higher Secondary School pupils of Himachal Pradesh.

- Adolescents from both rural and urban areas were selected for the study.

- In terms of the geographical limitations, out of the 12 districts of Himachal Pradesh, schools from only five districts namely Bilaspur, Hamirpur, Kangra, Mandi and Shimla were taken for sampling purposes in the present stud