ABSTRACT

The purpose of the present study was to find out the effect of study method intervention on performance, adjustment and educational aspiration of the Nepalese high school students. The present investigation was a before and after with control design. The sample size was 240 boys and girls from grade nine. The sample was selected by using average basis (performance score of previous examination) 20 boys and girls from one school. There were six private and six government schools from mountain, valley, hill and plain sectors of Nepal in both experimental and control groups.

After taking the pre-test schools were assigned into experimental and control groups randomly. The intervention program PQRST study method (Thomas F. Staton, 1982) was given only to the experimental groups. The dependent variables e.g. performance, adjustment and educational aspirations were measured in both pre and post test situations by performance score (school records), study habits inventory by Palsane & Sharma (1989), Adjustment Inventory by Sinha & Singh (1993) and educational aspiration scale by Sharam & Gupta (1980).

Repeated Measure ANOVA was employed to find out the effectiveness of study method intervention on performance, adjustment, and educational aspiration with groups, gender, different sectors and types of school, from pre to post test sessions. Independent sample 't' test indicated similarities between experimental and control groups in pre-test situations on performance, study habits, adjustment and educational aspirations.
ANOVA revealed a significant effect of intervention program on performance of the experimental group \( (F = 9.358; P = .002) \). The increase in performance of the experimental group was found to have based on the increase in study habits \( (F = 36.905; P = .000) \). The effect of intervention on performance was noticed in boys, government schools and valley sector schools of the experimental group. After the intervention program girls, private schools and valley sector schools of the experimental group gained their study habits. The intervention program has made no significant decrease in adjustment problems of the experimental group. However, boys, private schools and valley sector schools of the experimental group reduced their adjustment problems after the intervention program.

Educational aspirations of the experimental group increased significantly after the intervention program \( (F = 14.537; P = .000) \). The intervention program also increased the educational aspirations of boys, private schools and plain sector schools of the experimental group. The study also has significance for school teachers, parents, counselors and government policy maker. Finding can be used by these specialists to design intervention program, for better educational aspiration of the high school students.