1.1 INTRODUCTION

Important career decisions, such as whether to attend university, polytechnic, college of education, or a technical school or enter the job force directly after secondary school are made during adolescence. These decisions affect the rest of person’s life; therefore it is important to understand the individual and the social factors that influence the process of adolescent career development. In a developing country like India where rapid social economic changes, stress, political uncertainties and the variety of jobs available to persons is limited, economic crunch/ depression is a regular phenomenon. Consequently, career counseling is a vital tool for developing the youths. The choice of a career especially among diverse options is usually a Herculean task and is very important to life (Osipow, 1983). This therefore underscores the need to guide the adolescents in planning for careers and making mature decisions. The school system has the responsibility of assisting the youths in making competent career decisions that are appropriate to their abilities, aptitudes, interests and other personality characteristics. Many studies have indicated that most secondary school leavers in India made poor vocational decisions because of unrealistic vocational aspirations. It had been reported that students select occupations mainly because of the salaries, positions, glamour and prestige attached to them (Salami, 1997). For instance, most young people prefer medicine, engineering, law, banking, architecture and pharmacy as professions they intend to enter into upon graduation from school without adequate knowledge of what it takes to succeed and achieve in those occupations.

In support of the above findings Okafor (2004) in a recent study found that most secondary school students selected Law, Medicine, Accountancy, Engineering, Business Administration, Teaching, Nursing, Secretarial work and Military service in that order. On the factors responsible for the students’ choice of careers 80% of the
students cited material gains in terms of salaries and emoluments; parental pressure (60%), peer groups (50%), interest (50%), career information (45%), prestige (40%), relatives and significant others (30%). The problems of making unrealistic occupational choices and subsequent maladjustment on the job have been identified largely among the people already in the labour force by policy maker (Ogunsanwo, 2000). Despite the activities of the guidance counselors posted to the secondary schools by both the Central and State governments in India, to carry out vocational, educational and personal-social counseling and most secondary school students were usually not vocationally mature by the time they leave school (Salami, 2004). There are evidences that most of the students leave secondary schools quite deficient in occupational information (Ekoja and Egbochuku, 1999; Onyejiaku, 1985). This had been attributed to a conspicuous absence of career education either at the elementary or the secondary school level. This omission of careers education or career preparation such as technical preparation and apprenticeship programmes in the school curriculum limits the occupational experience of the youth. Related to this is the fact that students rarely go on field trips for career exploration. There are no career conferences or observational learning which would expose students to different kinds of work and situations that could aid students in their choice of occupations. Rather, choice of occupation is determined by students’ best school subjects which are in no way an index of maturity in terms of vocational development (Onyejiaku, 1985; Salami, 2005). Lack of career maturity of the Indian secondary school students might be related to the roles that discrimination, societal attitudes, cultural expectations and stereotyping play in their career development. Several researchers have noted that career development appears to be strongly influenced by social factors (Blustein et al., 1989; Hotchkiss and Borow, 1990; Mitchell and Krumboltz, 1990). Conte (1983) noted that negative cultural perceptions and social expectations can impose lower status and a devalued role on individuals which, in turn, can result in limited job or career choices, restricted opportunities and access to training programmes and narrow stereotypical employment possibilities. In the Indian situation, the tradition or cultural practice is that the family or the parents or the elders know the best and as such family or the parents dictate the type of occupation that the children will choose regardless of
the children’s abilities and interests (Bojuwoye, 1987). Lower career maturity among Indian secondary school students might result from perceptions of restrictive post-graduation vocational options. Where to go next after graduation might pose problems to the students.

A child’s social competence is affected by how well he or she communicates with other children and with adults. Most children’s social skills increase rapidly during the preschool years. Research during the past 20 years suggests that children who do not have basic level of social competence by the age of 6 may have trouble with relationships when they are adults (Ladd 2000). Children learn social skills through interaction within and outside his family, peers and teachers gradually learn to share control and influence. Socially competent children posses the skills necessary to get their needs met and accomplish their desired goal. Shrivastava (1991) studied the effect of family environment on student’s achievement and results showed that families of high achievers were more structured and exercised more control than those of low achievers. Vandell and Ramanan (1992) found that maternal employment had a positive influence on cognitive and social stimulation in the home. Chhikra (1995) concluded that socioeconomic factors such as education, occupation of parents’ family income were significantly associated with adaptive behaviour of children. Keith and Campbell (2000) reported that family was the most important factor-influencing factor for the social and emotional development of a child. Elizabeth (2003) concluded that household income was positively related to the level of learning stimulation in children’s home environments, which is responsible for social maturity level of children.

The quality of a nation depends upon the quality of its citizens. The quality of citizens depends on the quality of their education and quality of education besides other factors depends upon study habits and study attitude of the learners. Quality of education is reflected through academic achievement which is a function of study habits and study attitude of the students. Thus to enhance the quality of education, it is necessary to improve the study habits and study attitudes of the students. To improve study habits and study attitude, those factors are needed to be identified which affect these characteristics adversely. Identification of these factors may lead towards
remedial measures. To identify factors having negative effect on study habits and study attitudes, to propose remedial measures and to employ strategies for the development of good study habits and study attitudes, well organized guidance services are needed in schools.

The construct of career maturity consists of a readiness, attitude and competency to cope effectively with the career development tasks. The assumption can be made that a career mature person is more capable of making an appropriate and realistic career choice and decision. Career mature individuals have the ability to identify specific occupational preferences and to implement activities in order to achieve their goals. The concept of career maturity was defined as the place reached on the continuum of vocational development from exploration to decline (Super 1955). Career maturity is thus the degree which one has reached in cognitive, emotional and other psychological factors whereby one acquires the capacity of making realistic and mature career choices. According to another definition, career maturity is the extent to which an individual is able to master certain career developmental tasks that are applicable to his/her life stage. It is extremely important to identify an individual’s state of career maturity in order to give appropriate career guidance. The highlighted aspects of career maturity includes: 1. Obtaining information about oneself and converting such information to self-knowledge; 2. Acquiring decision-making skills and applying them in effective decision-making; 3. Gathering career information and converting it into knowledge of the occupational world; 4. Integrating self-knowledge and knowledge of the occupational world; and 5. Implementing the obtained knowledge in career planning. Career maturity is conceptualized as an individual’s readiness to make well informed, age-appropriate career decision and to shape one’s career carefully in the face of existing societal opportunities and constraints (Salami 2008). Although educational and vocational choices are made by an individual but they are certainly influenced by many social and environmental factors which include socio-economic status of the family, home and family environment, sex, age, rural and urban background psychological factors which may include intelligence, personality, achievement, motivation, interest, aptitude, self-concept academic achievement etc. Thus, career selection is not an
exclusively intellectual process in which various possibilities are sorted out in a logical manner. Instead, decisions are based on the interaction of career maturity with various social or psychological factors. Studies have also substantiated the beliefs concerning the role of psychosocial variables like intelligence, socio-economic status, parental influence, school influence, needs and values as motivating factors in specific career preferences of adolescents (Vasantha 1977; Yadav 1979). An insight into the possible factors underlying career maturity would suggest the guidelines for planning various activities for the students. It may also help the teachers, parents and guidance workers for developing desirable attitudes in children. Keeping in mind the determinant and predictor variables of career maturity, the present study is an endeavour to understand career maturity of adolescents in relation to intelligence.

One of the most crucial decisions a young adolescent must make is the selection of an occupation. A large number of career options are available these days to the students, making it a difficult task for the youngster to make a mature choice. The concept of Career Maturity has its origin in the Super’s developmental theory of career behaviour, which envisages that selection of an occupation is a process spanning a considerable number of years usually from late childhood to early childhood. Career maturity is the term, which denotes the place reached on this continuum of career development from exploratory years to decline. The words Career Development, Vocational Development and Occupational Development are used synonymously, they refer to a lifelong process of developing work values, crystallizing a vocational identity, learning about opportunities and trying out part-time work situations.

Important career decisions, such as whether to attend university, polytechnic, college of education, or a technical school or enter the job force directly after secondary school are made during adolescence. These decisions affect the rest of person’s life; therefore it is important to understand the individual and the social factors that influence the process of adolescent career development. In a developing country where rapid social economic changes, stress, political uncertainties and the variety of jobs available to persons is limited, economic crunch/ depression is a regular phenomenon. Consequently, counselling is a vital tool for developing the
youths. The choice of a career especially among diverse options is usually a herculean task and is very important to life (Osipow, 1983). This therefore underscores the need to guide the adolescents in planning for careers and making mature decisions. The school system has the responsibility of assisting the youths in making competent career decisions that are appropriate to their abilities, aptitudes, interests and other personality characteristics.

The family plays a vital role in many areas of adolescent development. Parents can be both facilitators and inhibitors of their children's psychological development. An important developmental task of adolescence is the growth and exploration of future aspirations and career goals (Erikson, 1968; Ryan & Deci, 2001; Super, 1957). Because of the reliance upon family during adolescence, parents have an impact on the development of future aspirations and career choices. Some career development theories mention the important role the family plays in career development, however, few go into detail concerning what aspects of the family influence career development. Research has sought to examine the influence parents have on their children's career development, but due to the multiple factors that influence individual's career choices, understanding the family’s influence is a complicated endeavor. A review of the literature on this issue highlighted the family’s important role in affecting career development during many stages of life (Whiston & Keller, 2004). Research on career development has provided information on the influence of family contextual factors, such as socioeconomic status, that are associated with career development, yet it is unclear how the relationships within the family facilitate or inhibit successful career development. Research and theories discuss identification with parents and quality of the relationship, but what is uncertain is how these factors are translated into successful career outcomes. Increased knowledge on what is occurring within the families that relates to better career decisions for young people will allow for understanding how families can better assist adolescents and young adults in their career development journey. Additionally, this information can help career counselors in integrating family relationship factors into the conceptualization of individuals’ career decision-making difficulties.
Education is the process of developing the capacities and potentials of the individual so as to prepare that individual to be successful in a specific society or culture. From this perspective, education is serving primarily as an individual development function. Education begins at birth and continues throughout life. It is constant and on going. Schooling generally begins some where between the ages four and six when children are gathered together for the purposes of specific guidance related to skills and competencies that society deems important. In the past, once the formal primary and secondary schooling was completed the process was finished. However, in today’s information age, adults are quite often learning in informal setting throughout their working lives and even into retirement.

Education, in its broadest sense, may be defined as a process designed to inculcate the knowledge, skills and attitudes necessary to enable individuals to cope effectively with their environment. Its primary purpose is to foster and promote the fullest individual self-realization for all people. Achieving this goal requires understanding of commitment to the proposition that education is a primary instrument for social and economic advancement of human welfare (Verma and Sinha, 1990). The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers and schools and in general the education system itself. In fact, it appears as if the whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavors. The importance of scholastic and academic achievement has raised important questions for educational researchers. What factors promote achievement in students? How far do the different factors contribute towards academic achievement? (Ramaswamy, 1990). Human life, which is the best creation of god, has got two aspects: The biological and sociological or cultural. While the former is maintained and transmitted by food and reproduction, the latter is preserved and transmitted by education. It is again through education that he promotes his intelligence and adds his
knowledge with which he can move the world for good and for evil according to his wishes. Education in fact, is one of the major “life processes” of the human beings “just as there are certain indispensable vital processes of life in a biological sense. So education may be considered a vital process in a social sense. Education is indispensable to normal living, without education the individual would be unqualified for group life (Safaya, et al. 1963). School achievement may be affected by various factors like intelligence, study habits and attitudes of pupil towards school, different aspects of their personality, socio economic status, etc. The desire of success is derived from individual’s concept of himself and in terms of the meaning of various incentives as they spell success and failure in the eye of others. Thus a child who sees himself as top ranking, as scholars, may set as his goal the attainment of the highest grade in the class. A modern society cannot achieve its aim of economic growth, technical development and cultural advancement without harnessing the talents of its citizens. One of the major tasks of education is to help children to develop the skills appropriate to the age in which they live and those skills which promote a lifetime of learning. Educationists and counsellors in educational settings are often confronted with students who appear to have above average scholastic aptitude but are very poor in their studies. A recurring question baffling them has been why some students succeed in their study while others do not. This question is sometimes considered to be closely related to learning than teaching. Jamuar (1974) stated that efficient learning depends not only on good teaching methods but also satisfactory learning procedures. Tiwari and Bansal (1994) mentioned that a child with high academic achievement is likely to be well-treated as well behaved and independent and low achievers as incapable and deprived of employment, which may lead this to maladjustment to life.

In our society academic achievement is considered as a key criterion to judge one’s total potentialities and capacities. Hence academic achievement occupies a very important place in education as well as in the learning process. Academic achievement is defined by Crow and Crow (1969) as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill and knowledge has been imparted to him. Academic
achievement also denotes the knowledge attained and skill developed in the school subject, usually designated by test scores. Achievement is influenced by personality, motivation, opportunities, education and training. There are several other factors also which influence the academic achievement of student like study habit, self-concept, socio economic status, intelligence etc.

1.2 CAREER MATURITY

Choosing an appropriate occupation by oneself is considered as one of the hallmark of career maturity that is required in the process of career decision making. Career maturity refers to the individual's degree of readiness to choose, to plan and to prepare for future vocation. It is a pre-requisite ability to make a wise choice towards particular occupation and represents development along a continuum. Greater the maturity, greater is likelihood that individual is able to cope with developmental tasks at different stages of vocational development. According to Crities (1978) career maturity involves forming interest, making consistent and competent choices and developing attitude towards career. Kelly (1996) emphasizes "Choosing a career is a life long process that demands accurate perceptions of ability, potential and achievement".

It can be said that career maturity is related with knowledge, ability, information, aspiration, attitude, planning and usability. In order to attain these desired goals, some intervention strategies are taking up for enlightens the path of success which favorably enriches the quality of a man. Though career maturity depends on attitudinal and cognitive readiness to cope with the development tasks of human occupation, it is also necessary to follow the ethnicity and moral judgment.

Career maturity is central to a developmental approach to understanding career behavior and involves an assessment of an individual's level of career progress in relation to his or her career-relevant development tasks (Crites, 1976). It refers, broadly, to the individual's readiness to make informed, age-appropriate career decisions and cope with career development tasks (Savickas, 1984). Definitions include the individual's ability to make appropriate career choices, including awareness of what are required to make a career decision and the degree to which
one's choices are both realistic and consistent over time (Levinson, Ohler, Caswell, & Kiewra, 1998). Grites's (1971) model of career maturity proposed that it consists of affective and cognitive dimensions. The cognitive dimension is composed of decision-making skills; the affective dimension includes attitudes toward the career decision-making process.

Career maturity, characterized by the (a) ability to plan in a manner utilizing existing resources; (b) acceptance of responsibility for choices; (c) Possessing an awareness of preferred occupations and; (d) competence in decision making (Super & Overstreet, 1960) is an important personal attribute.

Speaking about ontogenetic development, the first and obvious element of this process is change; development involves movement from one state to another. As a result, an interest in development leads one to a concern for transitions. A second aspect of the development claims that this change is understood to have a permanent or lasting impact, or at least having some degree of evolution. However, development is not change of any kind. One third aspect refers to growth, to a progression through certain stages. More than that, development is frequently linked to an unfolding, a movement toward a certain fixed point. In terms of human development the notion commonly used is “maturity”. Career maturity is central to any developmental approach to understanding career behavior; it involves an assessment of an individual's level of career progress in relation to his or her career-relevant development tasks (Crites, 1976). Furthermore, it refers, broadly, to the individual's readiness and awareness to make age-appropriate career decisions and cope with career development tasks (Savickas, 1984). Career maturity also refers to the ability to make appropriate career choices both realistic and consistent over time, as well as, to be well informed of what is required to make a particular career decision (Levinson, Ohler, Caswell, & Kiewra, 1998). Grites's (1971) model of career maturity proposed that it consists of affective and cognitive dimensions. The cognitive dimension is composed of decision-making skills; the affective dimension includes attitudes toward the career decision-making process. Ginzberg’s theory, as well as, Super’s theory of vocational choice consist some of the most accurate models which studied how developmental stages and career maturity may influence or even determine career
choices. The general principles underlying developmental approaches to careers guidance are that:

- Individual development is a continuous process
- the developmental process is irreversible
- these processes can be differentiated into patterns called stages in the life span
- and that the result of normal development is increasing maturity

Ginzberg’s et al. Theory (1951) proposes that there is a developmental path leading to a career choice. Furthermore, it recognizes that vocational choice is influenced by four facts: the reality factor, the influence of the educational process, the emotional factor and individual values. Starting in preteen and ending in young adulthood, individuals pass through three stages: fantasy, tentative and realistic. In the fantasy stage, the child is free to pursue any occupational choice. Through this process the child’s preferred activities are identified and related to future career choices. Beginning in the preteen years and continuing through high school, the young person further defines their interests in, capacity for and values of an occupational choice. The cumulative effect of this approach is the transition process in which the adolescent begins the career choice process and recognizes the consequences and responsibility of that choice. The realistic stage, spanning from mid-adolescence through young adulthood, has three sub-stages: exploration, crystallization and specification. In the exploration stage the adolescent begins to restrict choice based on personal likes, skills and abilities. In the crystallization stage an occupational choice is made. Followed by the specification stage where the individual pursues the educational experiences required achieving his career goal.

Arguments have been raised, regarding if this theory can fit with every adolescent’s occupation choice process; issues of gender, race and social class seem to play an important role in career choices. Super (1957) and Super et al. (1961) extended Ginzberg’s three life stages to five (with slightly different sub-stages), arguing that occupational preferences and competencies, individual’s life situations all change with time and experience. He also developed the concept of vocational maturity, which may or may not correspond to chronological age.
Super’s five stages were:

- growth, which lasted from birth to 14
- exploration (ages 15-24) with the sub-stages of crystallization, specification and implementation
- establishment (ages 25-44), with sub-stages of stabilization, consolidation and advancing
- maintenance (ages 45-64), with sub-stages of holding, updating and innovating
- Finally the fifth stage of decline from age 65 onwards, with sub-stages decelerating, retirement planning and retirement living

One of Super’s greatest contributions to career development has been his emphasis of the role self-concept development plays. Super recognized that the self-concept changes and develops throughout people’s lives as a result of experience. People successively refine their self-concepts over time and application to the world of work creates adaptation in their career choice. Although the career development theory provides a foundation for the professional work force its research has omitted women, people of color and the poor. With the changing work force and nature of work the theory has been called into question. On the whole, we have to take into consideration that what may be maturity to one person or culture may be nothing of the sort to another. Furthermore, maturity is something that is presumably demonstrated in action - and what may be appropriate behavior in one setting or situation is not in another. Many theorists have tried to find a way around this by turning to endpoints like adulthood, individuality, inner unity, self-actualization and so on. However, each of these notions is still borne of a particular historical moment and culture - and there are distinct problems in thinking of them as universals.

1.2.1 Career Development Theory

This approach added a developmental perspective on careers to the traditional individual differences view of occupations, that is, to trait-and-factor theory. Super added the concepts of career maturity, career adaptability and life stages as part of this first attempt to formulate a theory of career development.
1.2.2 Career Maturity/Adaptability Segment

Super began developing a major segment of his approach, career maturity, through studying the work of sociologists and psychologists on adolescent development. In 1955, Super “identified maturation as the central process in adolescent career development” (Savickas, 1997). An adolescent’s level of career maturity expresses his/her readiness to make educational and vocational choices. Super identified the following factors as underlying the concepts of career maturity in adolescence and career adaptability in adults: planfulness or time perspective, exploration, information, decision making and reality orientation. According to Super (1990), socioeconomic status and sex play only small roles in career maturity, whereas career salience is an important influence. Savickas (1997) describes career maturity as consisting of four dimensions.

- Two attitudinal dimensions deal with dispositional response tendencies for foresight and curiosity: attitudes toward career planning and career exploration.

- Two cognitive dimensions deal with fund of information and rational decision making: knowledge about occupations and careers and knowledge about the principles and practice of career decision making.

Since the concept of career maturation did not really apply to adults, Super (with E. G. Knasel) introduced the idea of career adaptability in a 1979 article, with further explanation provided in a 1981 article co-authored with Watts and Kid (Goodman, 1994). According to Savickas (1997), career adaptability is “the quality of being able to change, without great difficulty, to fit new or changed circumstances” It is the readiness to cope with changing work and working conditions.

Life Stages

During an individual’s life span, s/he goes through a series of career stages. Each stage allows for specific lines of development. The major stages are growth, exploration, establishment, maintenance and disengagement. Super referred to the
entire cycle as a maxi-cycle. Each stage consists of several substages. The stages and substages were developed more fully in Super’s later life-span, life-space theory and are thus included as a part of that discussion.

**Developmental Self-Concept Theory**

This second iteration of Super’s approach articulates the processes involved in the formation, translation and implementation of self-concept as well as how self-concept affects vocational behavior. In 1963, Super defined self-concept as a ‘picture of the self in some role, situation, or position, performing some set of functions, or in some web of relationships’ (Savickas, 2002). Self-concept is formed through social, experiential and interactive learning, plus reflective self-awareness. Once formed, an organized self-concept functions to control, guide and evaluate behavior. An individual possesses a general self-concept that includes a number of more specific and limited self-concepts expressed in various roles. The self-concept system consists of all of the individual’s roles (self-concepts). Super viewed occupational choice as an attempt to implement self-concept and stated, ‘the occupation thus makes possible the playing of a role appropriate to the self-concept (1963)’ (Savickas, 2002). Super et al. (1996) say “career self-concept theory concentrates on the personal meaning of abilities, interests, values and choices as well as how they coalesce into life themes”. Career self-concept provides a subjective view. Vocational identity, on the other hand, constitutes an objective view. It is the view of the person’s abilities, interests and values seen by counselors and assessed by tests. It identifies a person’s similarities to others rather than his/her uniqueness, as does career self-concept. Super et al. (1996) distinguished between attributes of the self called self-concept dimensions (e.g. personality traits such as gregariousness, hardworking) and characteristics of those dimensions, called self-concept metadimensions (e.g., clarity, realism), that describe the arrangement and structure of the self-concept dimensions. Dimensions refer to the qualities of a single trait whereas meta-dimensions may apply to either a single trait or a constellation of traits (structure). In examining the implications of self-concept dimensions and meta-dimensions for vocational behavior, he “presaged the insights of later ‘self’ theorists from the disciplines of sociology and psychology” (Savickas, 1997).
Super (1990) considered self-esteem a meta-dimension and protested use of the term self-concept by some researchers to mean self-esteem. Super believed that individuals who possess high self-esteem are better able to act on their interests and individuals with clear, stable, realistic and certain occupational self-concepts are better able to make career choices. Those who lack self-esteem are less likely to make good matches between self-concept and occupational concept. He found it difficult to see how people who have unclear self-concepts can perceive themselves adequately in any occupational role. Since self-concept may change over time, the matching process of self-concept and occupation is never really completed. The series of changing preferences should progress, through successive approximations, toward a better fit between worker and work. Super stated in 1990 that “self-concept theory might better be called personal construct theory”. Self-concept theory was carried over into Super’s later life-span, life-space theory as the third segment of that theory.

**Life Stages and Career Maturity**

Career maturity generally increases but is only loosely associated with chronological age and school grade. The timing of transitions from one stage to another is a function of both an individual’s personality and abilities and his or her situation (Super, 1990). Because Super’s concepts were constantly evolving, the following description of Super’s conception of vocational life stages is necessarily a composite from a variety of sources.

**Growth (Ages 4 - 13).**

The growth stage involves forming an occupational self-concept. It includes four career development tasks. The label associated with each of these four tasks changes in different summaries of Super’s work.

1. *Career concern* includes acquisition of future orientation.
2. *Control* consists of increasing personal control over one’s own life.
3. *Career conviction* involves increasing confidence in one’s ability to do well at tasks and to make own decisions.
4. *Competence* includes acquisition of competent work habits and attitudes.
**Exploration (Ages 14 - 24).**

Exploration involves fitting oneself into society in a way that unifies one’s inner and outer worlds. This information-seeking behavior moves the adolescent from occupational daydreams to employment in a job through three processes:

1. *Crystallization* occurs when the four tasks of the growth phase are completed and coalesce with occupational daydreams “into a publicly recognized vocational identity with corresponding preferences for a group of occupations at a particular ability level” (Super et al., 1996).

2. *Specification* of an occupational choice requires the individual to explore deeply to sift through tentative preferences in preparation for declaring an occupational choice. “Translating private vocational selfconcepts into public occupational roles involves the psychosocial process of vocational identity formation” (Savickas, 2002).

3. *Implementation/Actualization* requires that the individual make a choice by converting ideas into actions that make it a fact. Actualizing a choice usually involves completing the necessary training and experiencing trial jobs in the specified occupation.

**Establishment (Ages 25 – 44).**

Establishment includes implementation of self-concept in an occupational role. The goal of the establishment years is to effect cohesion between one’s inner and outer worlds.

The three vocational development tasks under establishment are:

1. *Stabilizing* -- making one’s position secure by assimilating organizational culture and performing job duties satisfactorily;

2. *Consolidating* -- demonstrating positive work attitudes and work habits and cultivating good relationships with co-workers;

3. *Advancing* to higher levels of responsibility.
Maintenance (Ages 45 - 65).

Essentially, an individual asks him- or herself or others, should s/he continue in the same occupation? If the answer is no, the individual cycles through the stages of exploration and establishment before again reaching the maintenance stage. Super (Super et al., 1996) refers to recycling through one or more of the life stages as mini-cycles. If the individual decides to remain in the same occupation, s/he then enters the maintenance stage.

The three developmental tasks to be accomplished in this stage in include:

1. Holding on to what one has achieved so far;
2. Updating skills and knowledge; and,
3. Innovating by doing tasks differently, doing different tasks, or discovering new challenges.

Disengagement (Over age 65)

Disengagement includes the vocational development tasks of decelerating, retirement planning and retirement living. Retirement planning “leads eventually to separation from occupation and commencement of retirement living with its challenges of organizing a new life structure and different life-style” (Super et al., 1996).

1.2.3 Models of Theoretical Integration

While continuing to refine the life-span, life-space segments of his approach, Super began trying to integrate his ideas into a single model. Super first developed his rainbow model in 1980. In the late 1980’s, Super decided that the rainbow was not as clear as he desired, so he sought to design a more descriptive model (Herr, 1997), which he called the archway model.

The Rainbow Model

Herr (1997) says that, according to a 1980 article by Super, the “Life-Career Rainbow was intended to convey the notion that ‘the simultaneous combination of life
roles constitutes the life style; their sequential combination structures the *life space* and constitutes the *life-cycle*. The total structure is the *career pattern*”. The rainbow emphasizes the integration of life stages (lifespan) with the six major life roles (life-space). Although situational determinants and historical and socioeconomic factors were included as the background for the rainbow and personal determinants and psychological and biological factors were included at the base, Super (1990) complained that readers ignored these aspects of the model.

**The Archway Model**

Since Super was interested in architecture, he drew on that knowledge to design the archway model. The archway model incorporates the material in the life career rainbow as well as psychological and contextual factors. It includes biographical and geographical factors in the two bases of the archway and has two vertical columns illustrating the dynamic interaction between the individual and society. It also shows how the life-span, life-space segments can be united with the self as decision maker, represented as the keystone of the arch (Herr, 1997). The archway model of career determinants was designed to emphasize the different elements (such as needs, values, community, the economy, etc.) contributing to career decisions. According to Herr (1997), in the archway model, Super attempted to illustrate:

- How the status of natural resources, the economy, the family and other environmental factors influence the development of aptitudes, interests and values;
- How these are integrated at various life stages; and
- How, ultimately, the person, the decision maker, brings all of these personal and social forces together and organizes them in terms of concepts of self and of roles in society.

“Super contends in the archway model that interactive learning is what brings all of these factors, influences and segments of the Archway model together in the weighing and making of career decisions” (Herr, 1997). In 1990, Super referred to
social-learning theory as the cement holding the stones (or segments) of the archway together.

**Propositions**

Super summarized much of his approach in a number of theoretical propositions. The ten propositions originally presented in 1953 were expanded to twelve in 1957 and to fourteen propositions in 1990. These fourteen propositions are presented below as listed in Super et al.’s 1996 exposition of Super’s life-span, life-space approach to careers.

1. People differ in their abilities and personalities, needs, values, interests, traits and self-concepts.
2. People are qualified, by virtue of these characteristics, each for a number of occupations.
3. Each occupation requires a characteristic pattern of abilities and personality traits, with tolerances wide enough to allow some variety of occupations for each individual as well as some variety of individuals in each occupation.
4. Vocational preferences and competencies, the situations in which people, live and work and hence their self-concepts change with time and experience, although self-concepts as products of social learning are increasingly stable from late adolescence until late maturity, providing some continuity in choice and adjustment.
5. The process of change may be summed up in a series of life stages (a ‘maxi-cycle’) characterized as a sequence of Growth, Exploration, Establishment, Maintenance and Disengagement and those stages may in turn be subdivided into periods characterized by developmental tasks. A small (mini) cycle takes place during career transitions from one stage to the next or each time an individual’s career is destabilized by illness or injury, employer’s reduction in force, social changes in human resource needs, or other socioeconomic or personal events. Such unstable or multiple-trial careers involve the recycling of new growth, re-exploration and re-establishment.
6. The nature of the career pattern—that is, the occupational level attained and the sequence, frequency and duration of trial and stable jobs—is determined by the individual’s parental socioeconomic level, mental ability, education, skills, personality characteristics (needs, values, interests and self-concepts) and career maturity and by the opportunities to which he or she is exposed.

7. Success in coping with the demands of the environment and of the organism in that context at any given life-career stage depends on the readiness of the individual to cope with these demands (that is, on his or her career maturity).

8. Career maturity is a psychosocial construct that denotes an individual’s degree of vocational development along the continuum of life stages and substages from Growth through Disengagement. From a social or societal perspective, career maturity can be operationally defined by comparing the developmental tasks being encountered to those expected based on the individual’s chronological age. From a psychological perspective, career maturity can be operationally defined by comparing an individual’s resources, both cognitive and affective, for coping with a current task to the resources needed to master that task.

9. Development through the life stages can be guided, partly by facilitating the maturing of abilities, interests and coping resources and partly by aiding in reality testing and in the development of self-concepts.

10. The process of career development is essentially that of developing and implementing occupational self-concepts. It is a synthesizing and compromising process in which the self-concept is a product of the interaction of inherited aptitudes, physical makeup, opportunity to observe and play various roles and evaluations of the extent to which the results of role-playing meet with the approval of supervisors and peers.

11. The process of synthesis or compromise between individual and social factors, between self-concepts and reality, is one of role-playing and of learning from feedback, whether the role is played in fantasy, in the counseling interview, or in such real-life activities as classes, clubs, part time work and entry jobs.
12. Work satisfactions and life satisfactions depend on the extent to which an individual finds adequate outlets for abilities, needs, values, interests, personality traits and self-concepts. Satisfactions depend on establishment in a type of work, a work situation and a way of life in which one can play the kind of role that growth and exploratory experiences have led one to consider congenial and appropriate.

13. The degree of satisfaction people attain from work is proportional to the degree to which they have been able to implement self-concepts.

14. Work and occupation provide a focus for personality organization for most men and women, although for some individuals this focus is peripheral, incidental, or even nonexistent. Then other foci, such as leisure activities and homemaking, may be central. Social traditions, such as sex-role stereotyping and modeling, racial and ethnic biases and the opportunity structure, as well as individual differences are important determinants of preferences for such roles as worker, student, leisurite, homemaker and citizen. (Super et al., 1996).

The career development approach added a developmental perspective on careers to the traditional individual differences view of occupations. Super added the concepts of career maturity, career adaptability and life stages to formulate a theory of career development. Super began developing a major segment of his approach, career maturity, through studying the work of sociologists and psychologists on adolescent development. In 1955, Super identified maturation as the central process in adolescent career development (Allison & Cossette, 2007). Initially called “vocational maturity”, the construct now known as “career maturity” (CM) was proposed by Super (Patton & Lokan, 2001). Career maturity has been studied extensively over the past 3 decades and is an important construct in career development theory (Rajewski, et al. 1995). According to Super, career maturity means individual readiness to take job duties for career development (Prideaux & Creed, 2001). To realize career maturity, it is needed to familiar models of career maturity. There are various models about career maturity. We discussed briefly the four models: Super’s Developmental Approach, Tiedeman’s
Decision-making Theory, Crites’s Comprehensive Theory and Langley’s Compound Model.

**Super’s Developmental Approach:** Super (1957) is probably one of the best-known writers in the field of career development and is often referred to as the father of career development. His theory postulates that an individual will choose an occupation that allows him/her to function in a particular role that is consistent with his/her self-concept. His theory is based on research done by Rogers (1951) on the self-concept and research done by Buehler (1933) on life-stages. Super (1957) noted that career planning was a continuous process and not a single choice. His work encourages the monitoring of an individual’s career progression during his/her life rather than just predicting initial occupational entry (Coertse & Schepers, 2004).

The Super model which is structured in five dimensions or factors: planfulness, resource for exploration, information, decision making and reality orientation. The structure is the same for adolescence and adulthood, what varies are the content of the each factors (Gonzalez, 2008).

**Tiedeman’s Decision Theory:** Tiedeman’s (1979) research on career development focused on the process of organizing and identifying different occupations through the interaction of the individual’s personality with society. He focused on the decision-making process, indicating that the individual should take ownership and charge of his/her life. According to him decision-making consists of two stages:

1. **Anticipation stage:** During this stage the individual explores a particular career. As he/she becomes aware of different personal needs, possible alternative occupations are identified. These alternatives are evaluated and compared with one another, after which the individual makes a choice.

2. **Induction stage:** This is the second stage in Tiedeman’s (1979) theory where the individual is in a specific occupation and is conforming to the behavior of his/her colleagues. As the individual experiences the need to fulfill certain unattained personal goals within his/her chosen occupation, he/she will
endeavor to change this mismatch and aim to integrate personal and career goals (Coertse & Schepers, 2004).

**Crites’s Comprehensive Approach:** Crites (1981) created a comprehensive career development model by integrating different approaches. In essence his approach focuses on development that relates to the decision making process and not the content. He views time as the underlying factor of career development and divides an individual’s life span into certain stages. The stages are not tied to specific time frames and differ from person to person. He also focused on career maturity and postulated that maturity would increase over time. He proposed that the most important stage in career development is the establishment phase (age 16 to 25 years), which is a good predictor of future career success. Crites (1978; 1981) proposed a career maturity model with two dimensions: an affective dimension and a cognitive dimension. The cognitive dimension is represented by career decision making skills, whereas the affective dimension represents attitudes towards career development. Crites (1978) maintained that attitude is a dispositional response tendency that is distinct from abilities and interests (Gonzalez, 2008).

The Crites’s model has three level: at the first level are the variables (a total of 20); at the second, intermediate level are the four factors (consistency, realism, competencies and attitudes) which group the variables; and the third level consists of the degree of career development. This is a hierarchical model where significant, relatively high correlations exist between variables within one factor and moderate correlations are found between variables in different factors (Gonzalez, 2008).

**Langley’s Compound Model:** Langley (1989) integrated the approaches of Super (1980), Crites (1981) and Westbrook (1983) and designed a scale called the Career Maturity Scale. The Career Maturity Scale measures:

1. Knowledge of self
2. Decision-making
3. Career information
4. Integration of knowledge about self and about the career

5. Career planning.

Osipow and Fitzgerald (1996) support the views of Langley (1989) and postulated that career mature behavior will assume different forms depending on the context provided by an individual’s life stage. The career mature fourteen year-old individual will be concerned with assessing personal interests and abilities to reach the goal of deciding on an educational plan, while a 45-year-old career mature person will concentrate on ways to maintain career status in the face of younger competition (Coertse & Schepers, 2004). The last is the most complete model that covers the main dimensions of career maturity.

According to above models, originated from the developmental theory of vocational behavior, career maturity, as the maturity of attitudes and competencies pertaining to career decision making, has been defined normatively in terms of congruence between individual’s career behavior and his expected behavior at that age (Hasan, 2006). The construct of career maturity consists of a readiness, attitude and competency to cope effectively with the career development tasks corresponding to one’s life stage (Super, 1957).

1.3 FAMILY ENVIRONMENT

A moment's reflection will convince you that parental behaviour differs from one family to another. The effect that different parental styles have on the development of the recipient offspring is very difficult to establish. In part this is to do with the host of other differences between families, not least their genetics and socio-economic status. But also the difficulty arises because to determine cause and effect requires prolonged and intrusive observations of a sort that is not possible on human families. However, such observations are possible in other animals and they shed light on the impact of parenting on the developmental path.

Parenting involves the protection and transfer of energy, information and social relations (e.g., status) to offspring. Natural selection has fine-tuned the
mechanisms that serve these ends for the specific demands of each species’ ecology (e.g., Clutton-Brock, 1991).

Parenting is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. Parenting refers to the activity of raising a child rather than the biological relationship.

In the case of humans, it is usually done by the biological parents of the child in question, although governments and society take a role as well. In many cases, orphaned or abandoned children receive parental care from non-parent blood relations. Others may be adopted, raised by foster care, or be placed in an orphanage.

The goals of human parenting are debated. Usually, parental figures provide for a child's physical needs, protect them from harm and impart in them skills and cultural values until they reach legal adulthood, usually after adolescence. Among non-human species, parenting is usually less lengthy and complicated, though mammals tend to nurture their young extensively. The degree of attention parents invest in their offspring is largely inversely proportional to the number of offspring the average adult in the species produces.

The child rearing attitudes or parental behaviour may be discussed in terms of many different dimensions such as- acceptance, affection control, warmth, permissiveness, restrictiveness and demandingness. Typically warmth and control are thought to be the most important ways in which parents influence the development of their offspring or children (Maccoby & Martin, 1986). After conducting extensive research (Rohner; 1986, Rohner & Rohner, 1981) reported major parenting dimensions in different human societies. These dimensions are parental control (permissiveness/strictness) and parental warmth (acceptance/rejection). For the past 20 years Baumrind conducted a series of researches to identify the parental behaviour and its association with children’s behaviour. She obtained two major dimensions such as demandingness and responsiveness which are pertinent in the understanding of parenting style. Demandingness is defined as the amount of degree of control the parents attempt to exert over the child. Parental responsiveness defined as the frequency of parental interactions. It also refers to being sensitive to children’s needs,
warmly supportive of their efforts and broadly interested in what they are thinking, feeling and doing. Baumrind (1967) tried to conceptualize three global styles of parenting. According to her, authoritarian parents were those who had strict ideas about discipline and behavior which were not open to discussion. They attempted to shape, control and evaluate the behaviors and attitudes of their children in accordance with an absolute set of standards. They emphasized obedience and respect of authority, work tradition and the preservation of order. Verbal give and take between parents and children was discouraged. Authoritative parents were those who have ideas about behavior and discipline which they were willing to explain and discuss with children. Parents expected mature behavior from their children. Authoritative parents were also warm and supportive. They expect appropriate behavior. They encouraged bidirectional communication and verbal give-and-take. Permissive parents were those who had relaxed ideas about behavior and discipline, who were tolerant, who rarely used punishment and tried to avoid using restriction and control when possible.

During the past few decades home environment had been identified as being a contributing factor in a child’s educational, cognitive and affective development. Researchers typically separate elements of the home environment into two major categories; social and physical (Casey, Bradley, Nelson & Whaley, 1988). Crow and Crow (1965) describes that home is the primary societal unit. Family relationships play an important role in an individual’s life pattern from early childhood through adulthood. Much of an individual’s personality patterning originates at home. Not only does the child inherit certain family potentialities, but during his developing years, his attitudes, beliefs, ideals and overt behavior reflects the influences on him of home experiences. Crow and Crow (1965) state that, the fulfillment of a child’s basic psychological and physical needs is the primary responsibility of his or her family. The degree of successful adjustment achieved by the child in his family relationships depends on various factors of influence. Of these, special attention is diverted towards traditional parental attitudes toward child rearing (rigid versus permissive), emotional reactions of family members (emotionally stable versus disturbed) and the socioeconomic status of the home (middle and upper versus lower class).
Peck (1958) thinks that the child reared in a rigid home tends to be submissive but resentful of restrictions on his freedom; the permissively reared child is likely to be aggressive and outgoing. The child of emotionally stable parents can be expected to exhibit well-controlled behavior reaction; the child of emotionally disturbed parents are of those who display inconsistent attitudes toward him may become a confused or frustrated individual, reflecting in his own behavior the personality defects to which he has been exposed. As a result of an eight year longitudinal study of adolescent character development, he concluded that the personality characteristics of the subjects of the study were “significantly related to the emotional relationships and the disciplinary patterns which they experienced in living with their parents.”

Kundu (1989) concludes that, a close emotional relationship between parents and the child affects the inculcation of effective emotional relationship. Rejection and broken homes in the form of separation divorce, desertion and death of a parent or denial of advantages of privileges, punishment, threats and humiliation, poor socioeconomic conditions also affect the social adjustment and behavior of the child. Because of its pre-eminence the family probably has the greatest influence on a child’s future life than any other agent. All schools of thought, involved in the study of personality are in agreement that child imitates his parents; his acquisition of pictures of social roles and his tendency to act out in later relationship are all associated with his interaction with his parents. This interaction lets us comprehend the resultant personality characteristics, if dealt with, in a particular parents-behavior toward child rather than in a general theoretical way. Family life, in other words, is a general morale pattern, including satisfaction of parents differing standards by parents, quarrels between parents, etc. As family is a strong socializing agent, it becomes obvious that child takes on the roles of his family members i.e., the parents in particular. When we say that child acquires roles from his family then, it is evident that a low-morale home does not start him off on a favorable path.

Kagan et al. (1998) state that, parents also influence their children through their own characteristics. Children come to conclusions about themselves, often incorrect, because they assume that since they are biological offspring of their mother and father, they possess some of the qualities that belong to their parents. This
emotionally tinged belief is called identification and it is the basis for national pride, loyalty to ethnic and religious groups. Thus, if a parent is perceived by her child as affectionate, just and talented, the child assumes that he or she, too, probably possesses one or more of these desirable traits and as a result, feels more confident than she has a right to given the evidence. By contrast, the child who perceives a parent who is rejecting and without talent, feels shame because he assumes that he probably is in possession of some of these undesirable characteristics. Support for this claim is the fact that all children become upset if someone criticizes their family. The anxiety or anger that follows such criticism is strong because children assume, unconsciously, that criticism of their parents is also a criticism of them.

1.3.1 Theories of Family Influences on Career Development

Much evidence exists that parents influence their children’s career development and that the family provides resources that are significant concerning adolescents’ ideas about their future. Families provide financial and emotional support and also transmit values, goals and expectations to their children, which can impact the career development process. Theories suggest that parents assist in shaping children’s self-concept and can serve as role models (Crites, 1962; Super, 1957). Despite these ideas on how the family can influence the career development of its children, many theoretical approaches to understanding career development fall short in discussing what aspects of the family are important. The influences of the family on career development have been addressed in some career development theories. Many career choice theories indicate that the family plays a role in shaping the values and needs of its members. Super's (1957) theory suggests that the family can influence the development of the child's self-concept, which shapes their abilities, interests, values and career choices. Similarly, Crites (1962) suggested that the amount of parental identification will be reflected in the interests of their children and in turn, the careers that they choose to pursue. Social learning theory also points out possible influences the family can have on adolescent's career development, since its premise is that individual's personalities and skills are a result of their instrumental and associative learning experiences. Parents can have an influence on their child's career development by positively reinforcing or punishing certain behaviors that can
encourage or discourage certain interests or abilities (Mitchell & Krumboltz, 1990). Roe's theory of career choice focuses on the relationship between genetic factors and different child rearing practices and their influence on young individuals' personalities and styles that in turn influence a variety of vocational behaviors (Roe & Seligman, 1964). Researchers have taken ideas from theories that discuss family or youth development more broadly and merged these ideas with career development. One in particular, attachment theory has been used in studying parent-child relational influences on career development. Significant attention has been dedicated to the role of attachment relationships in many areas of human development (Ainsworth, 1989; Bowlby, 1988) and its role in career development facilitation has also been examined (Blustein, Presioso, & Schultheiss, 1995; Lee & Hughey, 2001). Attachment refers the close ties to one’s caregiver that provide the experience of felt security within the individual and allows for the ability to move off from the protected base (i.e. the caregiver) with confidence to take on other activities and explore the external world (Ainsworth, 1989). Internal working models are mental representations of the caregiver and strengthen a sense of felt security when not with the caregiver’s. Although the theory primarily focuses on the mother-infant bond, it has also been suggested that the internal working models of the attachment relationships can be expressed as the individual matures throughout the lifespan (Ainsworth). The theory applied to older individuals suggests that if they have a secure attachment, the internal working model continues to allow for felt security and exploration of their environment. Some career development research has been driven by the premise of attachment theory incorporating the idea that parents can either facilitate or inhibit their children's career development based on the type of relational bond they have with them (Ketterson & Blustein, 1997, Lee & Hughey, 2001). Blustein et al. (1995) suggest that since the transition from adolescence to adulthood is typically filled with emotionally difficult exploration into various new roles and situations, it somewhat repeats many of the experiences of early childhood. The attachment literature emphasizes the significance of close relationships with parents as a way of advancing the exploration into new life roles and situations. Blustein et al. proposed that because the career world is a new situation forcing individuals to make choices, take risks and
begin new relationships, the experience of felt security assists in the exploration of the career world thus facilitating career development. A somewhat different perspective pertaining to adolescent development emphasizes the importance of psychological separation from parents (Blos, 1967). The idea is that there is a need for connection with a caregiver in order to assist in the separation phase of development and the exploration of the outside world. The separation is able to take place after the child develops an internalized representation of the caregiver, which causes the anxiousness of the separation to be lessened (Mahler, Pine, & Bergman, 1975.). Blos introduced the idea that adolescence could be the second phase of the individuation process, with a need for a decrease in dependency needs and an increase need in autonomy. This idea has influenced research regarding adolescents’ career development with the notion that adequate separation or autonomy from parents is necessary for an individual to progress in a positive manner. The relational bond must first be established before healthy autonomy can be reached. Theories have also focused on the overall health of the family or family interaction as influences on the career development of their children and purport an idea similar to the need for separation from the family unit. Family systems theory places an importance on the impact that the family relationships have on adolescents’ career development. They suggest that career decision-making is combined with other developmental tasks during adolescence such as adult identity formation and psychological separation from the family (Lopez & Andrews, 1987). Over involvement or dysfunctional relationships between parents and their children may inhibit the individuation process and contribute to young individuals’ indecisiveness due to conflict with their own needs and wants and those of their family. Grotevant and Cooper (1988) propose an interactional perspective to understanding the family’s role in the career development process, which focuses on the relationships within the family as contexts for career development. They propose that there are certain societal and family circumstances under which career exploration is more likely to occur and that families facilitate exploration by establishing a balance of both closeness and independence. This idea parallels attachment theory and the separation individuation models because they all purport the notion of the importance of positive, close family relationships and the
importance of adolescent autonomy or independence. Although coming from different angles, these theories seem to identify similar constructs important in understanding adolescent career development.

1.4 STUDY HABITS

Creating good study habits is essential for success in school. First, let's define study habit. This is important because when people think about changing habits, they often feel that they don't have the willpower, but changing what you do or how you do it is not as difficult as you might think.

**Good (1973)** define the term study habits as: “The student’s way of study whether systematic, efficient or inefficient etc.”

A habit is simply a behavior pattern that is repeated until it becomes automatic.

The word automatic implies that you perform the habit without thinking much about it. How can you change a habit, specifically a study habit? Substitute it with an action that is more effective and repeat it daily, until it becomes a habit. Study after study has shown that this takes 21 days.

Study habits are effective or ineffective depending upon whether or not they serve your child. Rather than labeling what your child does (or doesn't do) as good or bad (thereby giving the child something to rebel against) focus on whether the habit works for them or not. Study habits that serve the child create better grades, a better relationship with the teacher, a sense of competence and confidence.

**When parents and teachers make the mistake of labeling study habits as "bad," the child may feel that they are impossible to change.**

Before we look at how to create good study habits, let's look more closely at habits in general. Consider the habit of brushing your teeth—a life-affirming habit. If you brush your teeth, your gums stay clean and healthy and you prevent tooth decay. Understanding the "why" of a habit is important because all habits—even unhealthy ones—are started for a reason.
If you brush your teeth every night before you go to bed, then you do it automatically—you don't have to think about it. As parents, this is what we want to help our children do—create good study that start as a result of a conscious choice, but become automatic.

1.4.1 Creating Effective Study Habits

- Homework comes first. When my children come home from school, we talk about their day on the way home. Once inside the house, I offer them a snack (something nutritious to refuel) and they sit down and do their homework. This ensures that homework gets done before after-school sports, talking on the phone with friends, watching T.V. or surfing the web. Getting their homework done frees my boys to enjoy activities without unfinished homework looming over their heads.

- Tackle the problem before you ask for help. Many parents make the mistake of doing their children's homework for them. This doesn't help your child learn how to struggle with challenging problems or achieve a sense of competence. When you teach your child how to do something, explain why it's important. For instance, proper spelling is essential to clear written communication. Reading is important to your child's success in life. When your child encounters a problem he cannot solve, rather than giving him the answer, teach him strategies for approaching it and show him step-by-step how to work it out. Ask questions at each step that are designed to help him learn to think and reason on his own.

- Use available resources. Rather than giving your child the definition of a word, tell him to look it up in the dictionary. The act of looking up the word will help make the word a permanent part of his vocabulary. If you give him the definition, he will tend to forget it. Although it's important to share your knowledge, your role as a parent is to teach your child how to use all the resources that are available to him.

- When your child has finished his homework, help him check over it for mistakes. When the job is done, rather than saying, "Good job!" ask him how
he feels about what he's accomplished. This will help him focus on the inner sense of competence that comes from doing his best.

Following the tips above will help improve your child's study habits. If your child needs extra help in challenging subjects like math and science, click on the link for a program that will help improve your child's study habits in the subjects that most kids consider difficult.

Caring parents take action to help their children do well in school. A HABIT is something that is done on a scheduled, regular and planned basis that is not relegated to a second place or optional place in one's life. It is simply DONE . . . no reservations, no excuses, no exceptions.

To study is to buy out the time and dedicate self to the application and the task of study which is to become engrossed in a process of learning, practice, enlightenment - education of one's self.

Therefore . . . study habits can be derived from the above as buying out a dedicated scheduled and un-interrupted time to apply one's self to the task of learning. Without it, one does not grow and becomes self-limiting in life.

You only go as far in life as your study habits (learning/education) will take you - how far do you want to go, how much do you want to earn, how manual is the labor you choose - you decide by your study habits through out life.

Study habits are the ways that you study - the habits that you have formed during your school years. Study habits can be good ones, or bad ones. Good study habits include being organized, keeping good notes, reading your textbook, listening in class and working every day. Bad study habits include skipping class, not doing your work, watching TV or playing video games instead of studying and losing your work.

Many students do badly academically, due to factors other than low intellectual capacity. One such factor is poor study habits, which often result in poor academic performance even among the naturally bright students. Habits are true indicators of individuality in a person. So study habits are the behavior of an
individual related to studies. Which is adjudged from his study habits? In the process of learning, learners’ habitual ways of exercising and practicing their abilities for learning are considered as study habits of learners. The pattern of behavior adopted by students in the pursuit of their studies is considered under the caption of their study habits. Study habits reveal students personality. Learner’s learning character is characterized by his study habits. Study habits serve as the vehicle of learning. It may be seen as both means and ends of learning. Study habits play a very important role in the life of students. Success or failure of each student depends upon his own study habits. Of course, study is an art and as such it requires practice. Some students study more but they fail to achieve more. Others study less but achieve more. Success of each student definitely depends upon ability, intelligence and effort of students. No doubt, regular study habits bring their own rewards in the sense of achievement of success.

There are many types of disadvantaged students: physically, mentally, socially & culturally, educationally and emotionally. The socially disadvantaged are not handicapped by genetic deficiency, but by the socio economic circumstances of their lives. The socio economic disadvantage prevents them from developing their basic and natural potentialities. The disadvantages are not with the individual, but with the society.

Study habits refer to the activities carried out by learners during the learning process of improving learning. Study habits are intended to elicit and guide one’s cognitive processes during learning. According to Patel (1976) study habits include.

1. Home environment and planning of work
2. Reading and note taking habits
3. Planning of subjects
4. Habits of concentration
5. Preparation for examination
6. General habits and attitudes
7. School environment
The study habits are influenced by attitudes, personality traits, levels of aspirations, teaching methods adopted and material they are to learn. So, it is the effort of teachers to develop good study habits among students. Such habits are the best equipments with which they can live and lead their lives with confidence. If the habits are developed in the young age they will definitely cherish the joy of its fruits in the rest of their lives, because grown up children are already habituated to certain things. So they find it difficult it modify their habits and behavior. Therefore, it is better to develop study habits in secondary school students. It is the proper time and age to cultivate study habits. At this age students are quite matured. They are able to know what is good and what is bad. They can avoid bad things and invite good things with the help of teachers.

Part I. Study Habits

Who Needs Them?

You do! Students work with deadlines to assignments. No matter how a person may like or dislike a subject or class they devote a certain amount time and energy to it by exam time and the end of the semester. This work must be done regardless of parties, football games, boyfriends and girlfriends, McDonald's or other employment. We all can't make our urges for vacations the school calendar. We all can't afford to work at our own speed. School is your job and failure to maintain good work habits is likely to result in being fired (dropped) from school. Eating meals at "mealtime" is a habit. You don't think much about it, or worry about forgetting it--you just do it. If studying were like that, you would not have trouble meeting deadlines and being all prepared for exams. That's what a study habit is and you can develop one if it is important enough in your scheme of value.

Why are you going to school in the first place...why are you here?.. Is the hunger that studying could satisfy? Good grades? A good job later? Personal fulfillment? Or acceptance at college or graduate school? Once you've decided to form a study habit, use your reasons as fuel to keep it together when your willpower weakens. The only way to form a study habit is to study, study, study in the face of
temptations until it's as unquestionable as eating lunch at noontime. With a reason to study...a goal to work for...to pull strength from, you can develop the habit.

**Techniques for Forming the Habit**

If you don't have the strength to resist temptation, or if your goals aren't clear enough for you to draw strength from, you can use a reward system of studying. If you smoke cigarettes, allow yourself one cigarette tomorrow for every 15 minutes of studying you do today. If you can afford the time, make Saturdays and Sundays "free" days, when you can smoke regardless of study time. Make your interests and vices work for you:

- 2 hours = 1 phone call
- 3 hours = 1 hour of TV
- 4 hours = 1 Big Mac
- 6 hours = 1 weekend movie

Use your imagination. As long as you're strict with yourself by taking only what you've earned, you'll be developing a study habit. Your family and friends also need to know of and be willing to accept your goals and help achieve them. If they control reward systems (car, TV, leisure funds, etc agreements should be made with them that reinforce your efforts to develop the habit.

**Part II. How to Study**

Most of the things you'll learn in life won't come from books or the classroom. You're getting older and learning to be more responsible to yourself and this responsibility gives you the chance to learn about yourself, the world and your place in the world in so many ways. This is growing and it's good. No one expects you to sleep with your books or to blindly accept a teacher's views just because "he's a teacher and he must know what he's talking' about." If you'll take the time for some learning from every available source that attracts you, you'll sit down to study being confident and feeling good. You'll be a better student for it. You'll be a fuller person too.
Where to Study

The experts agree on some specific conditions that aid students in studying more effectively.

These are:

1) Study in the same place all the time; you'll learn to associate that place with working: walk in and you'll feel like it's time to get down to some serious business.

2) The room temperature should be between 65 and 70 degrees.

3) There should be good air circulation.

4) Of course, good lighting is necessary.

5) Sit upright (don't lie down on a couch); if you're too relaxed, you mind will be too slow.

6) Keep your desktop clear of materials that you aren't using at the moment. They'll distract you.

7) People walking around and talking will get in the way of your concentration.

8) Experts disagree about whether you may play music or not while studying, so your guess is as good as theirs.

Schedules for Study

You get more out of a lecture, lab or discussion when you've done the reading and other assignments before the class meets. Scheduling your time and following your schedule, ensures this. Use a strict schedule when the work is piled-up; use a less rigid one when there's not so much to do, but use a schedule whatever your situation is. Otherwise, you'll be cramming and losing sleep around exam time.

Don't kid yourself. Even in the unlikely event that you schedule a 10-12 hour study day, the odds are you won't follow through - and you shouldn't. The body isn't built that way. Study is hard work. Your eyes and mind become tired and you become inefficient. If you are in a bind and must cram for days at a time, it generally means that you have put things off too long.
How Much Time Is Needed?

University course work is based on an "old format of 3 hours of work per week for each credit. For lecture/discussion courses this time is allotted with 2 hours of outside work for each class hour. In laboratory courses each hour of class may generate 0 to 1 hours of homework. Using this guideline, a 15 credit course load results in a 45 hour work week for the average student. Homework can range from 30 to 15 (2/3 - 1/3) hours of that load. But this is only a guideline. There are many deviations from the norm. It is really up to you to determine what the real load for any semester will be for you and plan accordingly. Scheduling study time begins with the selection of the class schedule. A schedule that permits study time immediately prior to and following a class is the most productive. In such a schedule, the class work reinforces the reading and the homework reinforces the class discussion. Studies show that most of what is forgotten is lost from memory in the first 24 to 48 hours after exposure. When you sit down to study, have a set amount of work to do in that sitting. Then you can gage yourself as you work, know approximately when you'll be free and determine how long you can break for. Don't plan on doing more that 1 1/2 hours of work at one sitting, though; you'll do more efficient studying if you let your mind rest occasionally with friends, TV or peace and quiet in between study periods. If you can't afford the time to take a break, at least mix-up the order of the subjects you study and the type of work you do so that you won't be doing the same type of work for too long. Don't study sociology and psychology back-to-back, or you'll tire quickly: you'll learn fresh subject-matter better than material that you're bored with. Plan on using most of your free time in between a day's classes to do some form of studying. Your best investment would be to review notes from that day's classes already attended (time to think about the material instead of writing notes) and to review past class notes from those classes yet to come (to be oriented for effective listening and understanding during the upcoming classes).

Making It All Meaningful

When the year begins, make sure that the teachers give good pictures of what their courses will be about (you may have to ask questions to get the picture) and what their courses have to do with life in general. Understanding this will help fit the bits of
information presented in the course into large, more meaningful pictures. If material means something to you, you'll learn it more easily and enjoy it.

**Self-Testing Techniques**

1) Make up illustrations on the material you've studied. Think of examples from your experiences that show you understand a concept. If you truly understand it, this will be no problem. And your own examples are easier to remember at exam time.

2) While reviewing for an exam, talk to someone (or yourself) about the topic you've been studying. Bull sessions with friends are fine. If you can make clear arguments and explanations and intellectually discuss the topic, you're in good shape. In bull sessions, you'll pick up some stray information you might have missed, along with new approaches to the topic. Also, other people may be able to catch you in mistakes before you thoroughly learn those mistakes as facts. Get together with other students taking your course: it's relaxing to know that there are other people in your position.

3) When you study some courses such as languages, flash cards are helpful. Don't buy pre-printed ones: use file cards to make your own. A foreign word on one side and its English translation on the other side, an equation on one side and a list of its applications on the other side; flash cards give you the opportunity to drill yourself repeatedly, memorizing in the way that some course work demands.

4) Write a brief outline of a chapter or lecture and see how well you can fill in some key words, concepts and examples that relate to your outlined headings. This presents the topic as a large picture and you try to put the pieces of the picture in their proper places.

**Part III. Class notes**

**Note-Taking**

In most classes, especially lectures, information is given that won't be found in your textbooks. Therefore, it's your responsibility to record that information for future reference and study. Use abbreviations, initials, short phrases and other symbols to represent important ideas that seem worth remembering, or that may pop-up on an
exam. Time is better spent listening to the lecture than on writing long, neat, grammatically correct sentences. People who write elaborate notes often miss other important information presented in class because they were too busy writing or searching for dangling participles. Careful listening is a most important skill. Relate the lecture material to the reading material. When the text and the lecturer disagree, ask questions so that you understand the disagreement and can prepare a strategy for handling that subject in future assignments or exams.

**Assembling the Pieces**

While the class is still fresh in your mind (preferably the same day as the class), you may want to re-write your notes. This not only serves as a review of the material, but it also is an opportunity to elaborate on the scanty details you've recorded. Now write complete sentences that follow logical trains of thought. Include any diagrams or graphs that may help you to better understand the material. Also include examples, illustrations and practical implications (those given in class you your own) which may make the subject-matter clearer and more meaningful to you. Material that is personally meaningful is easily understood and remembered later. Use your own words when rewriting the notes, but be careful not to distort the original meanings while doing so.

**Your Notebook**

Your rewritten notes from a class can be kept in a single notebook so that they'll be handy for review and reference. If you miss a class, lease a few blank pages so that you can later fill in the material in its proper sequence. You can get missing notes from a classmate or your teacher. A note-taking service (for a see) is available for some courses.

**Using Your Notes**

The best notes aren't any good unless you use them:

1) Review each day's notes the same day that you take them: keep them fresh in your mind.

2) Before each class, while you sit and wait, review the notes from that class's previous meeting to orient you for the upcoming class: then you'll take more relevant notes.
3) Do a weekly review of each week's notes at the end of that week, along with a review of that week's text readings.

4) Periodically and a few days before an exam, review your notes for that exam, along with the text readings.

**READ YOUR NOTES - DON'T JUST SKIM THEM**

All this may sound like a lot of reviewing...a lot of time and a lot of work. But, compared to all of the last-minute cramming and sweating you'd otherwise be doing, it's not really so bad.

**Part IV. How to Improve Your Reading Skills**

Reading is the most important learning skill one can acquire for success and enjoyment throughout life. It is an integral part of our personal and working lives. Consider how much time everyday is spent reading newspapers, letters, books, menus, directions or signs. Eighty-five per cent of college work, for example, involves reading. The better you read, the more you will succeed in study or work and enjoy the time you spend with books. Reading is basically the understanding of words and the association between them. To improve your reading skills you must increase your ability to see and understand the grouping of words, or ideas, at a speed and in a manner that is for you. To be a good reader, concentrate on what you are doing and learn to use your eyes to the best of your ability. Move them at a rate that allows your brain to absorb the main ideas printed on a page. Bad readers are usually distracted and read each word without grasping the relationship between them. This causes them to retrace or reread the material. Most people do not perfect their reading after the fifth grade. High school or college students are often bad readers. They overlook the need to continually use and improve good reading habits. Remember your eyes, like fingers for the piano or legs for skiing, must be trained to be skillful.

If you would like to improve your reading skills these seven steps can help:

1) Evaluate your reading habits.

2) Provide the right atmosphere.

3) Use your eyes efficiently.
4) Continuously broaden your vocabulary.
5) Adjust your speed so you understand the material.
6) Practice on a regular basis.
7) Enrich your life with good books.

Evaluate Your Reading Habits Analyze your present reading habits so that you know where to improve your skills:

**Provide the Right Atmosphere**

Your approach to reading, whether it is for pleasure, information or study, will influence your ability to do it well. Learn to enjoy it in an atmosphere conducive to reading.

**Choose an area where you can read with a minimum of interruption.** This should include proper light, a pencil for marking highlights in books or taking notes and a dictionary near at hand.

**Location and posture can influence your attitude.** Sitting up in a good chair will make you more alert. Reading in bed is usually not the place to concentrate since it is an area associated with relaxation and sleep.

**Average readers should hold a book about fifteen inches away from their eyes.** It should be held on a slant for optimum viewing.

**The sounds of radio, television or music are distracting.** You can understand and remember better when your full attention is given to the process of reading.

**Use Your Eyes Efficiently**

It is the eyes that see printed words and transmit them to the brain. Understand how they work and give them the opportunity to perform well. Eyes perceive words only when they stop moving or make what is called a "fixation." It is during this pause that the brain records what the eyes have seen. Depending upon your "eye span," you will perceive one, two or more words in each fixation. The average college student, for example, has a span of 1.1 words and makes 4 fixations per second.

**Vocalizing words impedes reading progress.** Poor readers are inclined to whisper, use their lips, enunciate silently in their throat or visualize the words in their
minds. If you have any of these bad habits, they should be broken because they slow down understanding. Learn to move your eyes continually forward at a pace that allows your brain to understand the meaning of the printed matter.

**Train your eyes to increase their span by taking in more than one word at a time.** You can make your eyes fix on related words, phrases, or short lines in one brief stop. This sentence, for example, should be read in five fixations: "The cost of oil/has risen/because of/limited national resources/ and increased imports."

**Don't allow your eyes to go back over words.** Think about what you are seeing and keep going at a speed that is fast enough to remember at the end what you read at the beginning. Faster reading, with no retracing, helps comprehension. This does not, of course, mean you cannot review what you have just read.

**Many people need glasses to read well.** Blurred words, continual eye fatigue or itching and stinging eyes might mean you need glasses. If you think your eyes need correction, have them examined by an eye doctor. If glasses are prescribed, do not hesitate to buy and wear them. Make sure they are always free of dirt and scratches.

**Continue To Broaden Your Vocabulary**

The person with a good grasp of words is usually a good reader and a good student. Words are the basis of human communication and enable people to convey their thoughts and emotions to each others. This is why the first word uttered by a child generates such soy and pride in the parent. It is proof positive that this little being has the ability to communicate as a human.

**Vocabulary should grow as you mature.** At every grade level and stage of life, it is necessary to increase the number and understanding of words. Get to know their structure, that they are composed of roots, prefixes and suffixes, each with its own meaning.

**Knowing the origin of words helps in understanding new ones.** Most English words derive from Latin or Greek. This is why some knowledge of these languages is helpful. If you know the derivation of a word's parts then you will be able to analyze its meaning, e.g. biography, a written account of a person's life, comes from two Greek words: *bios* meaning life and *graphein* meaning write.
Always have a dictionary nearby whether you are reading for pleasure or for work. When you are reading textbooks or technical books, familiarize yourself with the glossary that is sometimes printed in the back to define special words. Use it whenever necessary.

Maintain a list of new words you see or hear. Be on the lookout for ones you don't know. Jot them down, look them up and then make a point of using them in writing or speaking at least twice as soon as you can. At the end of a month review your list and see if you remember their meanings and how to use them. It can be a private game that is fun and rewarding.

Adapt Your Speed So You Understand The Material

A good reader must learn to balance speed with accuracy. Don't expect to read everything at the same rate. Like a well-tuned car, your eyes must adapt to the terrain. Above all, you must understand and remember what you are reading.

Read with a purpose, be aware of what you are reading and why. Your speed should be adjusted to the type of material. Don't expect to whiz through a chapter of biology at the same rate as a chapter of a novel.

Scanning material first can be helpful in nearly all types of reading. Get in the habit of surveying headlines, chapter headings and subheads first. Look for the main ideas. Next you will want to know the important details that support them. Read carefully the first and last paragraphs which should state the most important facts and conclusions. You should read the straight material in between at a faster rate that allows you to understand the matter in as much depth as you want. Just remember to keep your eyes moving forward.

If you are reading for enjoyment you can skim more easily over the lines, paragraphs and pages. It is not important that you take in every word or sentence in depth. As in most writing, each paragraph usually has one main ideas supported by details in which you may or may not be interested. Try to span as many words as possible with a continuous rhythm of eye movements or fixations.

When you read a newspaper or magazine, or non-fiction, you want to grasp the highlights and some details. This kind of reading is for general information. It differs from your leisure reading because the material is more serious,
not as light or as easy to comprehend as fiction. But it still sight not be necessary to take in every word or every sentence completely.

**Studying requires close reading because you still need to remember more details to support the main ideas.** Read each chapter for the important concepts and as many details as necessary to comprehend the material. Underline major points and make margin notes to highlight your observations. After you have finished reading, question yourself, review the summary if there is one and then look back to see if you have understood the material.

**Graphic material can help reading comprehension.** Do not overlook the importance of tables, maps, graphs, drawings and photographs which are included to reinforce your understanding of the text.

**Practice on a Regular Basis**

Like any skill, reading requires practice. In order to develop the habit of good reading you must train your eyes and mind to perform well together. You don't have to take a speed reading course. The rewards will be most worthwhile if you take the time and persevere.

**Set aside 15 to 30 minutes every day to practice reading, such as a pianist, typist or golfer should.** Start off your exercises with light material, such as Reader's Digest, that has uniform page length and short articles. Your objective is to read with understanding at your best speed.

**There are established norms against which you may test yourself.** The speeds generally accepted for average readers are: easy or light material, 250-350 words per minute (wpm); medium to difficult material, 200-250 wpm; and difficult material, 100-150 wpm.

**Time yourself exactly for two pages with a clock that has a second hand.** Calculate the minutes and seconds and divide the time into the number of words on the page. This will tell you what your current reading speed is in words per minute. You can get the average number of words on a page by taking the average per line and multiplying it by the number of lines, omitting headings. Using the previous page as an example, compute the number of words on a page. The average number of words per line is 11, with 40 lines of type, totaling 440 words on the page. If you read
it in 1 minute and 45 seconds (105 seconds) you read 4 words a second, or 240 words per minute.

**Ask yourself questions on the material and review it to see if you are correct.** If you miss important details, your speed is probably too fast for your present reading ability. Don't get discouraged, just keep practicing.

**Read 3 or 4 articles each day for two or three seeks.** Use the same length and type of material each day. Push yourself but use discretion, making sure you check you comprehension of the material. Record your speed faithfully each time so you can check your progress.

**Then switch to something more difficult in vocabulary, style and content.** Do this for two more weeks, questioning yourself and recording your time. After a total of six weeks you should have increased your reading ability considerably.

**Try to get your speed on easy material to about 300 words per minute.** Once you have reached this level you will know you can do as well as the average good reader.

**Maintain the habit by reading at least a half hour a day.** You will be enriched by keeping up with newspapers, magazines and books. You will also enjoy reading more as your proficiency increases.

**Part V. How to Get the Most Out Of Your Textbooks**

A textbook, properly used, is invaluable to you in any course. It adds to the knowledge you gain in class as well as prepares you for successful classroom work, it can and should serve as a permanent resource book after the course itself has been completed. The following six steps have proved to be very helpful in using textbooks and they can se applied to any assignment.

1) Survey the entire book.
2) Read for the main ideas.
3) Question yourself as you need.
4) Underline and take notes.
4) Use study guides.
6) Review systematically.
Survey the Entire Book

Don't start right in reading your textbook from page one. First, make a quick survey of the entire book to get an idea of what your text is all about.

Look Through the Entire Book

See how it is put together. Note the chapter headings and subheadings, any reference reading suggestions, quizzes, dates, discussion questions, graphs, pictures, diagrams, summaries or other aids which the author has put in to help you understand and remember the text.

Read the Preface

Here the author usually will tell you the main purpose in writing the book, his/her outlook and approach to the material.

Scan the Table of Contents

This will show you how the book is organized and how much material is covered. Keep looking back at the table of contents after you have read certain chapters to remind yourself of the author's entire plan.

Look Over the Last Chapter or Final Few Pages of the Book

The author will often summarize the main points made in the separate chapters.

Survey Each Chapter

Before you read an assigned chapter, make a rapid preview of the material. Look for any head notes or summaries that may be included. They give valuable clues to the main ideas the author wants to emphasize and also serve as a handy outline. Take special note of chapter headings and subheadings. The way they are arranged will often tell you which are the main topics and which are the less important ones.

Read for me Main Ideas

Your reading should have a primary purpose to find out what the author's main ideas are in any chapter. Keep asking, as if you are talking to the author, just what is he trying to get across. Don't worry about the details. By concentrating on the main ideas, you will find the details much easier to remember.
Read Your Assignment before the Class Discussion

If you read the assignment beforehand and then join in the classroom discussion, you will clarify ideas and gain confidence in your own ability. If you wait until the professor and other students discuss a topic before you read it, you will lose faith in yourself as an independent reader. When you put your ideas into words, the material you have read will become more meaningful and will be remembered much longer. Cramming for examinations will be unnecessary.

Coordinate Class Notes with Reading

Tie-in your reading with your class or lecture notes. If you keep full, clear and accurate notes, you will find the ideas and concepts you got from your textbook reading will become much clearer. Moreover, a well kept lecture notebook can become as important a part of your permanent collection for future reference as your textbook.

Summarize Whatever You Have Read

After finishing a page, restate the main ideas in your mind and then glance back to see if you are correct. Before closing the text, repeat the major points of the material just read. See if you can jot down the central ideas in the section completed. If you can, most of the supporting details will return to you rather easily. When you resume your reading the next day, your brief review will serve as an encouragement to begin the next assignment. By noting the major points of your reading, you will find preparation for an exam a relatively simple matter.

Question Yourself as You Read

When you read the text material, imagine you are having a discussion with the author. Keep asking him questions about the statements being made and ideas presented. See whether he is giving answers that satisfy you.

What is the meaning of the title of the chapter, what are the meanings of the headings and subheadings, what do the important words mean in their context, what do the tables, diagrams or graphs try to demonstrate, what do the concluding remarks mean?
If it is literature you are reading, what is the meaning of the title, from what point of view is the author writing, what is the setting, the historical period, the tone, mood and style? Is symbolism being used to convey a message?

Why did the author choose to develop ideas in this particular order; why did he spend so much time on certain points?

How would you rate the effectiveness of the author's style of presentation? Does he use humor, exaggeration, irony, satire? Are many examples used? Are the graphs and pictures appropriate and easy to understand?

For whom is the author writing? If he is writing a history text, is he trying to influence the reader's point of view? If he is dealing with psychology, does he belong to a special school of thought and does this attitude shape his ideas?

When was the book written? Have new developments rendered the author's opinion out of date?

Ask questions in class. Bring specific inquiries raised by your reading to class and pose them to She professor and to other students. Make certain you are an active participant and that your reading plays an active part in your classroom work.

**Underline and Take Notes**

Mark your text freely and underline key statements. Bracket key phrases and put light check marks around significant points. After you have read a few paragraphs, return to your markings and underline the phrases and sentences that seem most important. Be careful to select only the main ideas. If you underline well, you will have a clear picture of the most important material when you review. Writing in the margins can also be helpful. Challenge the author directly in the margins of the text. Ask questions, disagree, change statements and rephrase concepts in your own language. By actively engaging the author's ideas, you will read more alertly and remember what you have read. Note taking is an individual matter and each student will have to decide what the best technique is for them. There is no question that to make learning active and to retain what you have read, you must take notes. These notes will be very useful at a later time, reminding you of your immediate reaction to specific passage in the textbook and reviving information you have forgotten. A journal or reading log can be useful. After you have read a section or a chapter, record
your thoughts so you will have a personal and active encounter with the textbook. You may want to keep an informal reading log. Jotting down perceptions or expressing yourself creatively. You may want to be more formal and synopsize whole chapters in a brief paragraph. In any event, the transfer of your thoughts to paper will be of great help in reviewing and in writing essays or term papers later on. Study guides, outlines and supplements which accompany many texts are extremely helpful. These guides often give synopses of the material and raise provocative questions that make you see far more deeply into the textbook itself. Use the best study guides and supplements available and refer to them as you read. Return to them when you review for an exam. Text supplements that are mentioned in the author's suggested additional readings or bibliography should be consulted. Often a point that seems obscure in your text can be clarified by a special study of the subject.

Part VI. How to Prepare Successfully For Examinations

The key to both success and enjoyment in college lies in your ability to use time wisely. In order to have fun while getting the most of these years, you need to establish a pattern of good study habits and skills. Such habits and skills will help you get the necessary work done as the months and years go by and you will handle exams with a minimum of stress and a maximum of achievement. Authorities in education generally agree that successful preparation for an examination starts in the beginning of each term and continues throughout. Six overall steps are suggested:

1) Make a term study plan.
2) Use good review techniques.
3) Develop a confident attitude.
4) Organize pre-exam hours.
5) Pace the exam carefully.
6) Reassess your grades and work.

Ideas related to the study plan have been given earlier in this article.

Use Good Review Techniques

If you have applied yourself during the term then preparing for exams is largely a question of review. The time needed is not as extensive as some students
think provided you have been working consistently. Review for weekly quizzes should take no more than 15 minutes, a mid-term hour exam 2 or 3 hours and a final examination 5 to 8 hours. Your preparation for a final should be carefully scheduled into the two weeks prior to exam day. Organize a schedule that does not interfere with your regular study for on-going classes. Beware of racing your motor. Make sure you still allow time for rest and relaxation, with no longer than 1 or 1 1/2 hours of review at one time. Your mind needs breaks. Plan your review systematically and consistently. Go from main idea to main idea, using the textbook chapter headings or your instructor's term outline as a guide. Go from chapter notes to chapter notes or from class notes to class notes, recalling the important headings and ideas in each. If certain points are difficult for you to remember, then reread the textbook. Otherwise stick with your notes. Don't plan to learn something for the first time.

Making summary notes is often helpful, depending on the amount of material to be reviewed. In 4 to 8 pages you can outline the main points of your detailed class and text chapter notes. Headings with indented numbered points under them make relationships more obvious. This procedure will also help reinforce the major ideas and important details. Summary notes can also serve as a self-test toward the end of your preparation for exams. Put a sheet over each page and slowly uncover the first heading -- see if you remember the main points under it. As you go, ask yourself what, when, etc. Try to predict the exam questions. Be alert throughout the term to the emphasis instructors put on certain topics, aspects or ideas. They often give clues to points that are important or particularly need review. Ask your professor what he recommends for pre-examination work. Use his comments as a guide but don't try to outguess him. Group reviewing can be helpful. But it shouldn't take the place of working on your own. Limit discussions of significant points and possible test questions to 30 or 40 minutes, with no more than 4 or 5 people. Avoid cramming. If you have followed a regular schedule of study and review, you should not have to cram the last day. Remember, forgetting takes place more rapidly right after learning. If you have to cram, be selective. Don't attempt an exhaustive review.
The Other Things To Do

1) Every teacher has favorite areas in the subject he teaches. Watch him carefully in class to determine his fancies. You can wisely spend your time mastering those areas.

2) Find out in advance how straightforward the exam will be. Some teachers still use trick questions, so for your own safety, ask the teacher. If he admits to using them, explain to him that his course isn't entitled show to be a clever test-taker. Hopefully, he'll see the light.

3) If the exam will be the essay type, pay close attention to major concepts, key experiments and established arguments in your studies. If the exam is multiple choice, concentrate on key words (definitions) and more minute concepts.

4) Before any exam, find out what type of test it will be, what topics it will cover and what the grading policy will be. This is all important information.

5) Days before the exam start to relax. At any time in preparation for the exam that you start to get nervous, RELAX. You'll work better relaxed and retain more relaxed. Don't bring on unnecessary tension by trying to guess how hard the test will be. Don't be concerned if others seem to know more about the subject than you do. Five minutes before exam-time is too late to learn a worthwhile amount about the subject and any last minute cramming will be overall damaging to your relaxation. With relaxation comes clear thinking and easy access to what's in your mind.

6) But if you feel some fear, don't make things worse by fearing that fear: a small amount of tension helps to keep you awake, alert and functioning effectively during an exam. Remember, the average student passes. If you're having difficulty, the odds are that other people are having difficulty too. They are going to make it -- so will you.

7) Life can be broken down into areas such as societal behavior-, physical makeups, past history, etc. Each subject in school is part of life and all subjects are somehow related to each other. This is to your advantage when you take an exam. You can use what you've learned from people you've known, trips you've taken, books you've read, past and present courses and just
general living. If you only stop to think during an exam, you can raise your test score just because you've been alive for a while.

8) Don't go into the exam tired or just having finished a large meal -- you can't afford to fall asleep (even with your eyes open) in a hot stuffy room. Get a good nights sleep before the exam and save heavy eating (or drinking) for afterwards.

9) Be sure you have all the supplies you need before leaving for the exams.

10) Plan a schedule so that you arrive early and have a choice of seats with good lighting, etc. Remember: a snow storm is not an excuse for missing or arriving late for an exam. Many professors follow the rule that the only good reason for missing an exam is a death in the family -- your death!

**Pace the Exam Carefully**

When the exam begins, listen to the instructions and then start reading through the entire test. Organize your thoughts budget time for each question. They might be equal in sorting, so answer the easy ones first. Remember to number the answers to match the questions. RELAX.

Think carefully about one question at a time. Your first sentence should be clear and contain some, if not all, of the main points in your answer. The instructor wants a focus on the question and direct answers.

Answer the questions that are easy for you first. Do it quickly (don't spend time there just because it’s comfortable) but not without some caution.

**1.5 ACADEMIC ACHIEVEMENT**

Among adolescence the most commonly found behavior is to show their performance in the academic field. Students try their best to get good marks in the academic subjects. Some of them prove their excellence and some doesn’t. The parents also expect good from their child and the students also have this pressure on them. In such situations it is not easy to full the demands of each one. How the tension of getting good marks in the class takes him away from all the things, this is very crucial to understand and to cope with such situations by the students is also not an easy way. Academic achievement or Achievement may have the following general meanings:
• The act of achieving or performing; an obtaining by exertion; successful performance; accomplishment; as, the achievement of his object.

• A great or heroic deed; something accomplished by valor, boldness, or praiseworthy exertion; a feat.

Achievement Quotations

• Achievement brings its own anticlimax. **Winston Churchill**

• Failures are finger posts on the road to achievement. **C. S. Lewis**

• Desire is the starting point of all achievement, not a hope, not a wish, but a keen pulsating desire which transcends everything. **Napoleon Hill**

• Great achievement is usually born of great sacrifice and is never the result of selfishness. **Napoleon Hill**

• The starting point of all achievement is desire. **Napoleon Hill**

• Without continual growth and progress, such words as improvement, achievement and success have no meaning. **Benjamin Franklin**

• Never mistake activity for achievement. **John Wooden**

• Achievement of your happiness is the only moral purpose of your life and that happiness, not pain or mindless self-indulgence, is the proof of your moral integrity, since it is the proof and the result of your loyalty to the achievement of your values. **Ayn Rand**

• Happiness is that state of consciousness which proceeds from the achievement of one's values. **Ayn Rand**

Achievement: "Achievement encompasses student ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social and physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student’s life in public school and on into post secondary years and working life." (Steinberger, 1993) Merriam Webster defines achievement as "the quality and quantity of a student's work."

Over the year behavioral scientists have observed that some people have an intense ‘need to achieve’; others, perhaps the majority, do not seem to be as concerned about achievement. This, phenomenon has fascinated David C. McClelland
People in whom the need for achievement is strong seek to become accomplished in their task performance. This all happen due to some kind of motives that motivates the individual. Spence and Helmreich (1983) defines achievement motivation as “task oriented behavior that allows the individuals performance to be evaluated according to some internally or externally imposed criteria that involves the individual in competing with others, or that otherwise involves some standard of excellence”. According to Atkinson and Feather (1966) “achievement motive is conceived as a latest disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of person accomplishment”. Murray (1938) defines the need for achievement as the motive “to accomplish something difficult, to overcome obstacles and attain a high standard, to excel one’s self, to rival and surpass others, to increase self-regard by the successful exercise of talent”. Teachers as members of society desire security recognition, new experiences, job satisfaction, independence and can also become tensed when these needs are unfulfilled. Teachers are expected to have intrinsic and extrinsic motivational potentials such as economic and non-economic motivational indices for growth and self-fulfillment Richard (2005) conducted a study on motivational indices of primary school teachers in Delta state and results revealed that non-economic motivational indices were related to teachers work attitude.

Academic achievement is the accomplishment or acquired proficiency in the performance of an individual in a given skill or body of knowledge. Academic achievement means ‘knowledge attained and skill developed in the school subjects usually designated by test scores or by marks assigned by teachers or by both. Academic achievement is the criterion for selection, promotion or recognition in various walks of life.

School education is an important segment of the total educational system contributing significantly to the individual as well as to national development. A good school provides environment conducive for development of cognitive, affective and psychomotor domains for all round development of individuals. The primary function of the school is the imparting of academic skills. Early research on the predictors of academic achievement focused primarily on intellectual and ability factors. There is
considerable evidence that intelligence alone does not account for all the variance in academic achievement. Although intelligence is perhaps the still most effective predictor of academic achievement, research has shown that social and emotional factors like achievement motivation, emotional intelligence, anxiety, etc affect the achievement of students. Interdisciplinary research clearly indicates the importance of emotional intelligence and emotional skills in student achievement, career success, personal well being and leadership to improve student achievement and success. Student teachers have to perform multi-roles in their professional life. They experience more stress before and during their training period due to heavy workload. It is presumed that student teachers who are emotionally intelligent can successfully manage the stressful situation. Teaching emotional and social skills is very important at school; it can affect academic achievement positively not only during the years they are taught, but also during the years that follow as well. There is a great need for persons in handling emotions and settling disagreements peacefully.

In recent years there has been an increased interest in studying both the academic success of students and their emotional adjustment in schools. It is argued that the current demands of society require additional skills in the areas of emotional awareness, decision-making, social interaction and conflict resolution in children. It is becoming evident that general success and well-being in adulthood can be contingent upon learning how to employ these social and emotional learning skills to negotiate life’s many challenges productively, in order to reduce the risk of mental health problems. These ideas challenge the more traditional view that the purpose of education is to teach core curriculum subjects and that this knowledge will equip students to meet the challenges they face when they become adults.

A healthy personality is a developmental achievement. The healthy individual is confident and efficient in problem solving, constructively productive, realistic in self-appraisal and in goal setting and able to accept and give esteem and love in interpersonal relations and happily committed to significant personal and social goals. Mental health generally implies optimal development of human abilities, optimal growth towards emotional maturity with freedom from neurotic tensions and inhibitions. It also indicates optimal ability to maintain relationships with individuals
and groups in accordance with existing cultural patterns. Achievement is a very comprehensive term, which indicates generally the learning outcome of pupils. Achievement of the learning outcomes requires a series of planned and organized experiences; hence learning is called a process. Learning affects major areas of behavior of pupils, such as, cognitive, affective and psychomotor domains. It is difficult to say without proper evidence that pupils reach the same level in all the three domains at a time. As the areas of affective and psychomotor domains are not sufficiently exposed, it is generally a custom to restrict the term academic performance to the level of achievement of pupils in the cognitive area of various school subjects. It is the major task of teachers to find out the root cause of such poor performance, whether it be in themselves, in the children or in the institutions and to find out suitable remedial measures. Secondary school pupils are usually teenagers and proper maintenance of mental health and emotional intelligence at this period helps them to lead a happy life.

There is a huge concern among the heads of the institutions, teachers and patents that the academic achievement is deteriorating nowadays. Therefore, discussing the means and ways through which academic achievement could be increased is the need of the hour. Few studies have been conducted to show the interrelationship between the academic achievement and other variables such as emotional intelligence, stress and adjustment. Yet knowing the correlative effect of emotional intelligence on achievement becomes an important one. Emotional intelligence is an important factor which influences the achievement. Therefore, every teacher should teach his lesson in consonance with the emotional and intellectual abilities of all kinds of children in the classroom. Similarly, to achieve better, the learner should have knowledge about himself-that is the self-emotions. Unless he knows himself and understands his own strengths and weaknesses, he may not perform well. But in most of the schools it is observed that the children are compelled to take up certain works though they are incapable of doing them. Learners’ strengths and weaknesses are not being considered while assigning a task. Therefore there is a need to bring about awareness among the learners about their selves. In order to realize this, teachers are advised to plan their instructional process with a sound
background of the learners’ growth and development. Hence there exists a need to
know the influence of psychological factors in increasing the vim and vigor of the
learner.

Academic achievement is related to the acquisition of principles and
generalizations and the capacity to perform efficiently certain manipulations,
objectives, symbols and ideas. The assessment of academic achievement has been
largely confined to the evaluation in terms of information, knowledge and
understanding. It is universally accepted that the acquisition of factual data is not an
end in itself but that an individual who has received ‘education’ should show evidence
of having understood it. But, for obvious reasons, the essay type of tests and
examinations are largely used to form measure the amount of information, which the
students have acquired. Academic achievement has become an index of a child’s
future in this highly competitive world. It is only a drop in the vast sea of education.
A great many students seem not to get credit commensurate with their known or rated
abilities. Many a time, we often find students with average abilities excel. The
baffling facts, which have come into limelight, are that in spite of having similar
educational facilities, environment, aspiration and even intelligence, academic
achievement of students differs form one another. Therefore, the topic of academic
achievement has assumed a lot of significance in the modern educational system. Rao
(1964) included life goals, aspirations, study habits, emotional factors, personal and
social adjustment etc. under academic adjustment, which acted as the greatest single
factor that affected students’ academic performance. Educational achievement is
usually defined in three ways-the grades the students earn in school, their
performance and standardized tests of academic achievement, or the number of years
of schooling completed (Sternburg, 1985). There are seven adjustment variables such
as residence adjustment problems, food adjustment, peer-group adjustment problem,
curriculum adjustment problems, co-curricular adjustment problems, classroom
teaching learning adjustment problems and evaluation of adjustment problems.
Children’s’ social and academic achievement contributes to academic achievement.

The world is becoming more and more competitive. Quality of performance
has become the key factor for personal progress. Parents desire that their children
climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on students. In fact, it appears as if the whole system of education revolves round the achievement of students, though various other outcomes are also expected from the system. Thus, lot of time and effort of the schools are used in helping students to achieve better in their scholastic endeavours. Achievement is successful accomplishment or performance in class/courses, which is typically summarized in various types of grades, marks, scores or descriptive commentary (Hawis & Hawes, 1982). A number of personal qualities of the individuals-home, school, environment and society as a whole influence achievement or the learning of students. The most important among all are intelligence, socioeconomic status, emotional intelligence, sex-difference, adjustment, social acceptance, study habits, stress etc. But among all these stress, adjustment, emotional intelligence is the major factors which affect the achievement among the students.

Though there are a large number of studies on stress and emotional problems and their impact on children, a very less number of studies have been carried out on emotional problems in secondary school students and their relation to life events and scholastic achievement in India. School education in developing countries like ours is stress generating due to inadequate institutions, lack of infrastructure facilities, non-committed teachers and negative learning environment, competition in schools and unequal opportunity compounded with parental anxiety and expectations. School achievement is determined by intellectual and non-intellectual factors. Non-intellectual factors cause emotional distress, which may result in emotional disorders and scholastic underachievement. Therefore, it is considered worthwhile to study emotional intelligence of school students and their relation to stress, adjustment and achievement.

Most of the time we have seen that the student goes under academic stress and he is unable to adjust himself in the environment and automatically becomes underachiever. Academic stress is most common for academic difficulties to precede depression or for depression to precede academic difficulties. It is also possible, of course, that the presence of significant academic difficulties in depressed children
reflects a common third influence. In fact, research has suggested that depression may be most strongly associated with academic stress; failure and school conduct problems when it occurs with acting-out behavior or attention deficits. Another important question is why some children who experience high level of stress show resilience in their school adjustment. A subgroup of high-risk children shows academic success and educational investment in the face of adversity. Many factors may promote such resilience, including personal characteristics of children as well as positive school climates (Guthrie, 2004). Academic pressures mount during high school, particularly the last two years. Many parents know that academic struggle to avoid failing an important course can be quite stressful. Most academically capable students feel the greatest pressure, as they find themselves competing for scores.

Adolescence is commonly referred to as ‘the age of storm and stress’. The stage is linked with many aspects of the psychological problems that an adolescent individual usually undergoes. Problems of anxiety, adjustment, insecurity and emotional instability are some of the common ones associated with adolescence. Generally speaking these problems mark a hypothetical frame for any of the research done in this area. Children in their adolescence seem to be restless and disturbed, but considerably a good number of adolescent children show significant achievement in their academics. This is because of the fact that their achievement is determined by their adjustment, stress and emotional intelligence, which turns out to be their potentiality in bringing out the best in them. School education is an important segment of the total educational system contributing significantly to the individual as well as to national development. A good school provides conductive environment for development of cognitive, affective and psychomotor domains for all round development of individuals. Perhaps the importance of the interface between ‘cognition, emotion and action’ may be appreciated better by recalling the balance that has to be maintained between ‘jnana yoga, bhakti yoga and karma yoga’ respectively as mentioned in the ancient Indian scriptures. Coming back to the modern academic and professional literature, the three educational taxonomies involve cognitive, affective and psychomotor (CAP) domains. Today, the trouble with the processes of education is the pervasive emphasis on cognition and the neglect of
the ‘affect’ state of the learners. As learning is not a mechanical process there is a need to recognize the interface between cognition and emotion (affect attribute). Therefore, education for promoting emotions needs to be recognized as an essential element of the educational process in the classroom. While laudable efforts are being made to raise academic standards, this new and troubling deficiency is not being addressed in the standard school curriculum. Teaching emotional and social skills is very important at school; it can affect academic achievement positively not only during the years they are taught, but also during the years that follow as well. Teaching these skills has a long-term effect on their achievement. There is a great need for lessons in handlings emotions and settling disagreements peacefully. A frequently faced situation is the loss of memory during the examination in spite of a deep understanding of the subjects-just because their mood is overflowing with unwanted emotions that the general intelligence is unable to handle. Thus arises the need to have higher EQ also in order to be absolutely successful at the given task. In short the combination of IQ and EQ makes one successful in various activities of general life including examinations. Thus it would not be wrong to say that emotions, not IQ, may be the true measure of human intelligence. It is worth recalling the four pillars of learning i.e., “learning to know, learning to do, learning to be, learning to live together as mentioned in UNESCO’s historic report of the “International Commission on Education in the 21st Century”. The last two pillars clearly indicate the ‘Emotions’ to be evolved and strengthened among students through suitable learning strategies. In short the formation of emotional skills is much easier in the formative years from birth to the late teens and schools in the Indian context would be the right place to introduce emotional skills in children.

1.6 STUDY HABITS AND ACADEMIC ACHIEVEMENT

The quality of a nation depends upon the quality of its citizens. The quality of citizens depends on the quality of their education and quality of education besides other factors depends upon study habits and study attitude of the learners. Quality of education is reflected through academic achievement which is a function of study habits and study attitude of the students. Thus to enhance the quality of education, it is necessary to improve the study habits and study attitudes of the students. To improve
study habits and study attitude, those factors are needed to be identified which affect these characteristics adversely. Identification of these factors may lead towards remedial measures. To identify factors having negative effect on study habits and study attitudes, to propose remedial measures and to employ strategies for the development of good study habits and study attitudes, well organized guidance services are needed in schools.

1.7 RATIONALE OF THE STUDY

One of the most crucial decisions a young adolescent must make is the selection of an occupation. A large number of career options are available these days to the students, making it a difficult task for the youngster to make a mature choice. The concept of Career Maturity has its origin in the Super’s developmental theory of career behaviour, which envisages that selection of an occupation is a process spanning a considerable number of years usually from late childhood to early childhood. Career maturity is the term, which denotes the place reached on this continuum of career development from exploratory years to decline. For selection of the right career, the researcher try to study a research on career maturity in relation to family environment, study habits and academic achievement among senior secondary students. The study will reflect the effect of family environment, study habits & academic achievement on the career maturation. Sometime the parents have expectation form their child that our child should become doctor, engineer, etc which led pressure on the students to select a right career. The habit strength and attitude also affect the career and similarly the social competency; social environment also affects the career of the student for its proper selection.

1.8 SIGNIFICANCE OF THE STUDY

Selection of career and setting in it is an important task and a source of personal gratification. In the modern age of science and technology, hundreds of vocations have been thrown open to an individual. The choice of a right vocation is becoming difficult in these days. Adolescence is the period when a major turning takes place in the life of a student because the career will depend upon the subjects
selected at this level. On the recommendation of National Policy on Education 1986, school curriculum after the 10th class has been diversified into academic and vocational streams. The educational and vocational decisions at this stage pave the way for future decisions to be taken by any individual in the world of work. Any wrong decision of vocational choice due to pressure of the family or from indecisiveness on the part of adolescent can block his/her growth and development in future. Therefore, it was considered relevant to study this aspect namely career maturity among adolescents. Intelligence implies mental ability of an individual. The understanding of vocational world is vital for students as it enables them to review their career decisions in the light of their potentialities. For proper guidance in the selection of courses of studies as well as in occupation, family environment and study habits play an important role. If a person enters an occupation which requires intelligence more than what he has, he will find himself unsuitable for the type of work. The same difficulty will occur with individual whose intelligence is greater than what his/her work requires. S/he faces dissatisfaction and lack of competitive spirit in her/his job. The close relationship of family environment and study habits and achievement in vocational choice and satisfaction establishes the importance of these in guidance and education. Therefore, for the selection of a particular course of studies as well as in occupation, family environment and the study habits testing is required.

1.9 STATEMENT OF THE PROBLEM

“A STUDY OF CAREER MATURITY IN RELATION TO FAMILY ENVIRONMENT, STUDY HABITS AND ACADEMIC ACHIEVEMENT AMONG SENIOR SECONDARY STUDENTS”

1.10 DEFINITIONS OF THE TERMS USED

1.10.1 Career Maturity

Career maturity is central to a developmental approach to understanding career behavior and involves an assessment of an individual's level of career progress in relation to his or her career-relevant development tasks (Crites, 1976). It refers, broadly, to the individual's readiness to make informed, age-appropriate career
decisions and cope with career development tasks (Savickas, 1984). Definitions include the individual's ability to make appropriate career choices, including awareness of what are required to make a career decision and the degree to which one's choices are both realistic and consistent over time (Levinson, Ohler, Caswell, & Kiewra, 1998). Grites's (1971) model of career maturity proposed that it consists of affective and cognitive dimensions. The cognitive dimension is composed of decision-making skills; the affective dimension includes attitudes toward the career decision-making process. Career maturity, characterized by the (a) ability to plan in a manner utilizing existing resources; (b) acceptance of responsibility for choices; (c) Possessing an awareness of preferred occupations and; (d) competence in decision making (Super & Overstreet, 1960) is an important personal attribute.

1.10.2 Family Environment

A moment's reflection will convince you that family environment differs from one family to another. The effect that different parental styles have on the development of the recipient offspring is very difficult to establish. In part this is to do with the host of other differences between families, not least their genetics and socio-economic status. But also the difficulty arises because to determine cause and effect requires prolonged and intrusive observations of a sort that is not possible on human families. However, such observations are possible in other animals and they shed light on the impact of family environment on the developmental path.

Family environment involves the protection and transfer of energy, information and social relations (e.g., status) to offspring. Natural selection has fine-tuned the mechanisms that serve these ends for the specific demands of each species’ ecology (e.g., Clutton-Brock, 1991).

Parenting is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. Parenting refers to the activity of raising a child rather than the biological relationship.

In the case of humans, it is usually done by the biological parents of the child in question, although governments and society take a role as well. In many cases, orphaned or abandoned children receive parental care from non-parent blood relations. Others may be adopted, raised by foster care, or be placed in an orphanage.
The goals of human parenting are debated. Usually, parental figures provide for a child's physical needs, protect them from harm and impart in them skills and cultural values until they reach legal adulthood, usually after adolescence. Among non-human species, parenting is usually less lengthy and complicated, though mammals tend to nurture their young extensively. The degree of attention parents invest in their offspring is largely inversely proportional to the number of offspring the average adult in the species produces.

1.10.3 Study Habits

Creating good study habits is essential for success in school. First, let's define study habit. This is important because when people think about changing habits, they often feel that they don't have the willpower, but changing what you do or how you do it is not as difficult as you might think. A habit is simply a behavior pattern that is repeated until it becomes automatic. The word automatic implies that you perform the habit without thinking much about it. How can you change a habit, specifically a study habit? Substitute it with an action that is more effective and repeat it daily, until it becomes a habit. Study after study has shown that this takes 21 days.

Study habits are effective or ineffective depending upon whether or not they serve your child. Rather than labeling what your child does (or doesn't do) as good or bad (thereby giving the child something to rebel against) focus on whether the habit works for them or not. Study habits that serve the child create better grades, a better relationship with the teacher, a sense of competence and confidence.

When parents and teachers make the mistake of labeling study habits as "bad," the child may feel that they are impossible to change.

Before we look at how to create good study habits, let's look more closely at habits in general. Consider the habit of brushing your teeth—a life-affirming habit. If you brush your teeth, your gums stay clean and healthy and you prevent tooth decay. Understanding the "why" of a habit is important because all habits—even unhealthy ones—are started for a reason. If you brush your teeth every night before you go to bed, then you do it automatically—you don't have to think about it. As parents, this is what we want to help our children do—create good study that start as a result of a conscious choice, but become automatic.
Creating Effective Study Habits

Homework comes first. When my children come home from school, we talk about their day on the way home. Once inside the house, I offer them a snack (something nutritious to refuel) and they sit down and do their homework. This ensures that homework gets done before after-school sports, talking on the phone with friends, watching t.v. or surfing the web. Getting their homework done frees my boys to enjoy activities without unfinished homework looming over their heads.

Tackle the problem before you ask for help. Many parents make the mistake of doing their children's homework for them. This doesn't help your child learn how to struggle with challenging problems or achieve a sense of competence. When you teach your child how to do something, explain why it's important. For instance, proper spelling is essential to clear written communication. Reading is important to your child's success in life. When your child encounters a problem he cannot solve, rather than giving him the answer, teach him strategies for approaching it and show him step-by-step how to work it out. Ask questions at each step that are designed to help him learn to think and reason on his own.

Use available resources. Rather than giving your child the definition of a word, tell him to look it up in the dictionary. The act of looking up the word will help make the word a permanent part of his vocabulary. If you give him the definition, he will tend to forget it. Although it's important to share your knowledge, your role as a parent is to teach your child how to use all the resources that are available to him.

When your child has finished his homework, help him check over it for mistakes. When the job is done, rather than saying, "Good job!" ask him how he feels about what he's accomplished. This will help him focus on the inner sense of competence that comes from doing his best.

Following the tips above will help improve your child's study habits. If your child needs extra help in challenging subjects like math and science, click on the link for a program that will help improve your child's study habits in the subjects that most kids consider difficult.

Caring parents take action to help their children do well in school. A HABIT is something that is done on a scheduled, regular and planned basis that is not
relegated to a second place or optional place in one's life. It is simply DONE . . . no reservations, no excuses, no exceptions.

To study is to buy out the time and dedicate self to the application and the task of study which is to become engrossed in a process of learning, practice, enlightenment - education of one's self.

Therefore . . . study habits can be derived from the above as buying out a dedicated scheduled and un-interrupted time to apply one's self to the task of learning. Without it, one does not grow and becomes self-limiting in life.

You only go as far in life as your study habits (learning/education) will take you - how far do you want to go, how much do you want to earn, how manual is the labor you choose - YOU decide by your study habits.

Study habits are the ways that you study - the habits that you have formed during your school years. Study habits can be good ones, or bad ones. Good study habits include being organized, keeping good notes, reading your textbook, listening in class and working every day. Bad study habits include skipping class, not doing your work, watching TV or playing video games instead of studying and losing your work.

Attitudes are predispositions which have developed through a long and complex process. Anastasi (1990) defined attitude as, “a tendency to react favourably or unfavourably toward a designated class of stimuli.” It is evident that when so defined, attitudes cannot be directly observed, but must be inferred from overt behavior, both verbal and non-verbal.

Vaidya (1989) explained attitude as “a condition of readiness for a certain type of activity.” Attitudes held by the individuals may be simple or complex, stable or unstable, temporary or permanent and superficial or fundamental. Judgments based upon insufficient facts are likely to yield wrong results and thereby develop biased attitudes.

Attitudes offer great possibilities for successful achievement in studies. They are an important motivator of behaviour and affect the achievement of the students. A great deal of research literature provides an evidence for positive link between attitude
and achievement. Simpson et al (1994) reported a correlation of .84 between an affective behaviour checklist and achievement in Biology.

According to Crow & Crow (1979) a child’s attitude towards his work affects his worth whileness in his activity. A child should not be permitted to do completely as he wishes. He should be stimulated toward desirable activity through the arousal of interest in worthwhile projects. Constructive, objective attitudes encouraged during childhood serve well during adolescence. The attitude of the teacher, group leader is important, in a child's study habits.

Good (1973) define the term study habits as: “The student’s way of study whether systematic, efficient or inefficient etc.” Good study habits are perceived to be the determinants of the academic performance. That is why efforts are made to develop and improve study habits in students.

1.10.4 Academic Achievement

Achievement encompasses student ability & performance; it is multidimensional; it is intricately related to human growth & cognitive, emotional, social and physical development reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student’s life in public school and on into post secondary years and working life. (Steinberger, 1993) Merriam Webster defines achievements as “the quality and quantity of a student’s work”.

1.11 DELIMITATIONS OF THE STUDY

1. The present study is confined to senior secondary school students of class eleventh.
2. The sample is restricted to 320 male and female students.
3. The age group of the sample is restricted to 16-20 years.
4. The present study is confined to Rohtak district schools only.