CHAPTER-III

PROBLEM AND HYPOTHESES

Interest in learning and memory goes back to the very beginning of recorded civilisation but the recent literature highlights a more detailed analysis of current experimentation on learning and memory, and it has given a new look to these fields. There are many factors which significantly influence the learning and memory. Individual differences, one of the greatest variable, play an important and remarkable role in learning and memory. There are several consistent, replicable differences in learning and memory between those of high and low in arousal, among extraverts and neurotics.

The discussion in the first chapter and the research studies reviewed in the second chapter indicate that Eysenck personality theory which measure individual differences in respect to personality type, has stimulated a wide range of research fields (e.g. learning and memory) in experimental psychology. Studies relating personality dimensions with memory and learning have contributed a good amount of empirical data. An interesting relationship has been observed between individual arousal level and the information processing.
Another important variable which might affect learning and memory may be intelligence. A number of studies reported correlation between level of intelligence and memory processes (Hunt et al. 1973, Cohen and Sandberg 1977).

The investigator, however, have reviewed both kinds of studies i.e. learning and memory in relation to personality type, and learning and memory in relation to level of intelligence separately in Chapter-II but certainly, there are inadequate number of research studies where personality type and intelligence level both have been studied together. Feeling this gap, the investigator felt tempted for conduct a study to see the effect of personality type and level of intelligence upon learning and memory.

The problem for present investigation was formulated in the following manner:

Learning and retrieval ability as a function of personality dimension and level of intelligence.

On the basis of previously conducted studies and the pilot work done by the investigator, the following hypotheses were formulated:
1. High extravert subjects would show faster learning than the low extravert subjects.
2. In comparison to low extravert subjects high extravert subjects would retrieve more in short interval retention test.
3. High neurotic subjects would require more trials to learn than low neurotic subjects.
4. High neurotic subjects would show poor recall than the low neurotic subjects.
5. More intelligent subjects would show faster learning and better recall than the less intelligent subjects.
6. There would be interactive effect of personality dimension and level of intelligence on learning and memory.

We may now pass on to the next chapter dealing with design and methodology.