# Purpose of the study

## 2.0 Purpose of the study

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The Teen years are often regarded as the crucial stage of one's life time. Although it is a gradual growth of childhood to this adolescent stage, the physical change that the individual undergoes, coupled with the changes in his / her mental make up, single it out as a crucial stage. It is therefore not surprising for an adolescent to feel uncomfortable when he has to leave behind his childhood and enter the dark and mysterious world of adolescence. He is fraught with worries and is always anxious to solve the mystery that plagues him. So the awareness of sex takes its root at this stage which heightens at a later stage. His interest in the opposite sex is evident and if the society frowns upon this sex - consciousness the adolescent seeks gratification inward.

Adolescents feel that their parents cannot give them adequate sex instruction. They look up to their schools for proper guidance. Schools however lack the infrastructure and all pervasive curriculum that encourage class discussions, lectures and suggested readings. Even the attitude of the school towards sex - related topics lacks permissiveness. Whatever information the adolescent gets from the peer grapevine is based on facts learned from reliable books and magazine articles; much of it comes from other forms of mass media or from their own experimentation. Not only is such information likely to be distorted by misinterpretations, but, even worse, it is usually coloured by the teller's own attitudes towards sex. And since the adolescent who gets personal satisfaction from being in the limelight by virtue of his ability to impart such information may not have his facts straight, much of that information will probably be exaggerated and distorted.
So in such a scenario does the attitude of the adolescent towards sex undergo any changes? With our country going upbeat in economy, becoming computer savvy and technically vibrant, and its neck to neck race with the super powers surely assure the infringement of American ideals into our Indian psyche. Traditional values and our cultural heritage have taken a backseat and flooded our youth, the growing adolescent, with shocking morals and a brazen attitude towards sex. So the purpose of this study intends to explore the mind-set of an adolescent and unveil his/her sex-consciousness that may as may not hamper his/her academic achievement.

Another question is - Does temperament play a pivotal role in influencing the sex-consciousness of an adolescent thereby affecting the academic performance of the individual? Do we infer that an adolescent with a stronger temperament is better equipped to face the upheaval of his physical development and the sudden spurt of interest in the opposite sex? Does it mean that an adolescent with a weaker temperament is susceptible to sex-consciousness and hence is more inclined to a poor performance in academics? This study will delve into the defacto of the problem and unearth the co-ordination between the sex-consciousness and temperament on the academic achievement of the adolescent.

This research limits itself to the public schools of Raipur city focussing upon class VIII, X and XII adolescents. The three classes that have been selected for this study is significant. The sex-consciousness of an adolescent is heightened at class VIII level, assumes significant proportion at class X level and matures at class XII level. The attitude of an adolescent is noticeable at these three levels - towards his peer group - towards his elders (parents teachers). Films, MMS video clipping, pornographic literature, magazines,
and newspapers have brought a radical change amongst students. The Techno-
savy India has exposed our adolescents into the adult world that was once
upon a time restricted. The role of a parent and a teacher needs to undergo a
change and not strained as is obvious today. There is a cry for sex-education
in schools so that the wayward adolescent could be guided and helped to
grow normally.

Raipur, that has become the capital of the new Chhattisgarh state is fast
catching up with the vagaries of metropolitan cities. Discotheques, partying,
fashion-shows, flashy cars, designer clothes have created a discordant note
on the ethics of the city. A newly acquired status has made Raipur a hub of
misplaced value. This makes one ponder - Will it have any impact on the
adolescent? This study will unravel this diabolical web that surrounds the
city today, and answer the following queries -

1. Do the adolescents studying in class VIII, X & XII have consciousness
   about sex?

2. Is there any significant difference and impact of high and low sex
   consciousness upon the Academic Achievement of VIII, X & XII grade
   pupils?

3. Is there any significant impact of Sex upon the Academic Achievement of
   VIII, X & XII grade pupils?

4. Does the high and low Temperament of VIII, X & XII grade pupils affect
   the Academic Achievement?

5. Is there any interactional impact of Sex-Consciousness, Sex and
   Temperament upon the Academic Achievement of VIII, X & XII pupils?
2.1 Objectives of the study:

The following objectives have been formulated for VIII, X & XII grade pupils:

**Differential Study:**

1. To study the impact of sex-consciousness, sex and Temperament on the Academic Achievement of VIII, X and XII grade pupils.

**Interactional study:**

2. To study the interaction of sex-consciousness, sex and Temperament and its impact on the Academic Achievement of VIII, X and XII grade pupils.

2.2 Statement of the problem:

To obtain the result on the basis of the above objectives the problem has been taken which is stated below:

"A study of the impact of sex-consciousness and temperament on Academic Achievement of Adolescents".

2.3 Hypothesis:

Studies on VIII grade pupils:

**Hypothesis H$_1$**: "Subjects of High sex-consciousness would show poor performance than the subjects of low sex-consciousness group."

**Hypothesis H$_2$**: "Subjects of both the sex group would show a significant academic achievement".
Hypothesis $H_2$: "Subjects of low temperament group would score higher than the subjects of high temperament group on academic achievement".

**Interactional Hypothesis**: (First Order)

Hypothesis $H_4$: "Girls of low sex-consciousness group would score highest while boys of High sex-consciousness group would show lowest on the Academic Achievement".

Hypothesis $H_5$: "High sex-consciousness subjects from high Temperament group would show poorest performance while low sex consciousness subjects taken from low temperament group would show high academic achievement score."

Hypothesis $H_6$: "Boys and Girls of low temperament group would score higher on the academic achievement than the boys and girls of high temperament group."

**Interactional Analysis**: (Second Order)

Hypothesis $H_7$: "Three independent variables taken for the study (sex-consciousness, sex and Temperament) would interact significantly and would show its interactional impact on Academic Achievement and as a result low sex-consciousness girls taken from low temperament group would show high academic achievement while sex-consciousness boys taken from High Temperament group would show lowest academic achievement score.

**Studies on X grade pupils**:

Hypothesis $H_8$: "Subjects of High sex-consciousness would show poor performance than the subjects of low sex-consciousness group."

Hypothesis $H_9$: "Subjects of both the sex group would show a sig. Academic Achievement."
Hypothesis $H_{10}$: "Subjects of low temperament group would score higher than the subjects of high temperament group on academic achievement".

**Interactional Hypothesis** (First Order)

**Hypothesis $H_{11}$**: "Girls of low sex-consciousness group would score highest while boys of high sex-consciousness group would show lowest on the academic achievement."

**Hypothesis $H_{12}$**: "High sex-consciousness subjects from high temperament group would show poorest performance while low sex-consciousness subjects taken from low temperament group would show high academic achievement."

**Hypothesis $H_{13}$**: "Girls of low temperament group would score highest. On the other hand boys of high temperament group would score lowest on the academic achievement score."

**Interactional Analysis** (Second Order):

**Hypothesis $H_{14}$**: Three independent variables (sex-consciousness, sex and temperament) would significantly interact and would leave its interactional impact on academic achievement and as a result low-sex-consciousness girls from low temperament group would show high academic achievement while sex-consciousness boys taken from high temperament group would show lowest academic achievement score.

**On XII grade pupils**

**Hypothesis $H_{15}$**: "Subjects of higher sex-consciousness would show poor performance than the subjects of low sex-consciousness group."
**Hypothesis H\textsubscript{16}**: "Subjects of both the sex group would show a significant academic achievement."

**Hypothesis H\textsubscript{17}**: "Subjects of low temperament group would score higher than the subjects of high temperament group on academic achievement."

**Interactional Hypothesis**: (First Order)

**Hypothesis H\textsubscript{18}**: "Girls of low sex-consciousness group would score highest while boys of high sex-consciousness group would show lowest on the academic achievement."

**Hypothesis H\textsubscript{19}**: "High sex-consciousness subjects from high temperament group would show poorest performance while low sex-consciousness subjects taken from low temperament group would show high academic achievement."

**Hypothesis H\textsubscript{20}**: "Girls of low temperament group would score highest. On the other hand boys of high temperament group would score lowest on the academic achievement score."

**Interaction Analysis**: (Second Order)

**Hypothesis H\textsubscript{21}**: "Three independent variables (sex-consciousness, sex and temperament) would interact significantly and would show its interactional impact on academic achievement and as a result low sex-consciousness girls from low temperament group would show high academic achievement while sex-consciousness boys taken from high temperament group would show lowest academic achievement score.

**2.4 Conceptual framework**:

**2.4.1 Sex Consciousness**
2.4 Conceptual framework:

2.41 Sex Consciousness

The term consciousness is defined as "Cognizance of some thing"; a state of knowledge or understanding of environmental or internal events" (The dictionary of psychology) Generally consciousness means awake to what is going on. The term consciousness can be a synonym of awareness. To know some thing about some rules or activities are called awareness or consciousness (Warne's Dictionary)/Another Dictionary defines consciousness as the totality of experience at any given moment, as opposed to mind, which is the sum of past consciousness. (Dictionary of William Geddie)

When the consciousness is related to changing sexual characteristics it is termed as sex consciousness. In this study the term sex consciousness is related to the awareness about the development of secondary sexual characters and the role and importance of different organs.

2.42 Sex

The criteria of sex has been conceptualised on the basis of their physiological development.

2.43 Temperament

Temperament is a set of in-born traits that organise the child's approach to the world. They are instrumental in the development of the child's distinct personality. These traits also determine how the child goes about learning about the world around him.

These traits appear to be relatively stable from birth. They are enduring characteristics that are actually never "good" or "bad". How they are perceived determines whether they are perceived by the child as being a bad or good thing.
When the demands and expectations of people and the environment are compatible with the child's temperament there is said to be a "goodness of fit." When incompatibility exists then it is known as personality conflict.

From the literature of published temperament, humoral, character, and psychological type theory and their related inventories, it can be seen that no one single temperament-based indicator for adults currently exists. The literature on temperament preference - as a component of the individual's cumulative tendency of perception, retention and organization - has been associated with learning style preference. The temperament preference is a characteristic indication of the learner's natural tendency of responding to and using stimuli in the context of learning. Temperament preference cannot be identified and measured by means of a paper-and-pencil questionnaire, a matching of learner's needs to the learning environment is also known as temperament to some extent.

Slabach (1991) described temperament as an indicator of Task orientation as related to distractability & reactivity in relation to the need for class room monitoring.

Kreshmer & Jung have viewed temperament of choices, tendencies of preferences between behaviour polarities.

Thomas and Chess defined through a longitudinal study in New York that Temperament is a type of behaviour in which a person responds to the environment. An individual's temperament style can be observed in infancy and remains constant throughout the life span.

2.44 Academic Achievement:

Achievement is related to a goal directed behaviour and when the goal is achieved it is termed as achievement, when the achievement is related learning outcomes which an individual acquires during the learning process. It is a psychological term and has often been used with such other terms as
Educational attainment, Scholastic achievement, Scholastic performance or Educational performance. The achievement word is the synonym of attainment. The achievement indicates what is learned in the school environment. The learning largely depends upon the ability of the learner. The academic achievement is conceptualised as the acquired excellence by an individual in a particular field of knowledge by getting instructions, training and practice on a particular curriculum framed for the individual within a specified time.

After the assessment of the different subjects, the marks obtained by an individual will be his academic achievement.

In the present study the academic achievement has been measured by the average, scores on the external examination organised by an external agency known as Board. The average scores obtained by VIII, X & XII class pupils in different subjects will be known as academic achievement.

2.5 Delimitation of the study :

1) This study is limited to the adolescence studying in Class VIII, X and XII.

2) This study is limited to Raipur City only.

3) This study is limited to public school run by a private organization.

4) This study is limited to sex-consciousness, sex and temperament of the adolescence studying in Class VIII, X and XII.

5) This study is limited to English medium schools only.

6) This study is limited to the schools affiliated to the Council of Indian School Certificate Examination.