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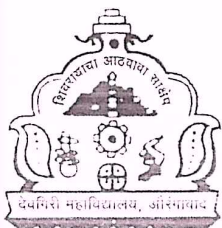Journal of Contemporary Research

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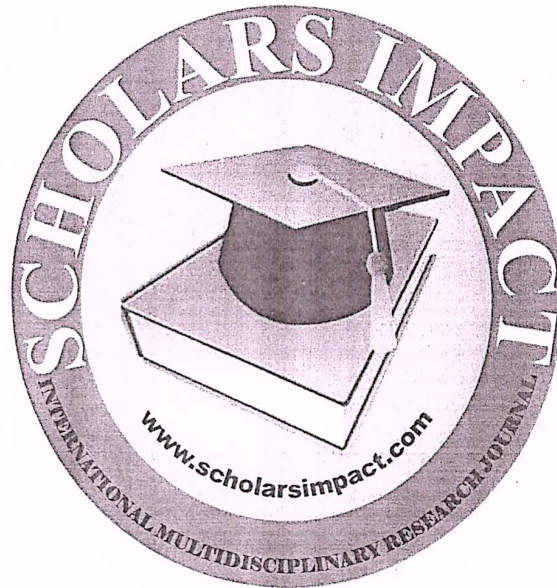Dr. Dashrath Kamble
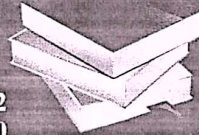Dr. Haribhau Kadam

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Correlation Study of Intelligence, Home Environment and Study Habits among Adolescents

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Abstract : The purpose of the study is to find out relationship between intelligence, home environment and study habits of adolescents. Sample of the present study comprised 400 adolescents between the ages of 15 to 17 years old. Adolescents were selected and taken up for the study. Test of general intelligence developed by S. K. Pal & K. S. Mishra, Home Environment Inventory (1983) developed by Dr. K. S. Mishra and Study habit & attitude test developed by Dr. C. P. Mathur were used for the purpose of the study. Pearson product moment correlation method has been used for statistical analysis between variable among adolescents.

Results indicated that there is significant positive correlations between intelligence and study habit & attitude (r = 0.58). There is significant positive correlation between home environment &study habits (r = 0.17) and there is significant positive correlation between intelligence and home environment (r = 0.26) among adolescents.

Keywords: - Intelligence, Home environment and Study habit & attitude

INTRODUCTION : Intelligence is not unitary but it comprises abilities. Intelligence is a behaviour determining attribute. It is an inference drawn from the behaviour. Different scholars have defined intelligence in different ways. British psychologist Charles Spearman (1935) described a concept of 'general intelligence' or the *g factor* and 'specific intelligence' or s factor. After using a technique known as factor analysis to examine a number of mental aptitude tests, Spearman concluded that intelligence is general cognitive ability that could be measured and numerically expressed. Terman (1947) said that an individual is intelligent in proportion to his ability to carry on abstract intelligence. According to Thorndike intelligence consists in the capacity for many association or connections. Thurston (1936) offered a differing theory of intelligence. Instead of viewing intelligence as a single, general ability, Thurston's theory focused on seven different "primary mental abilities." The abilities that he described were; Verbal comprehension, Reasoning, Perceptual speed, Numerical ability, Word fluency, Associative memory and Spatial visualization. Wechsler (1956), the creator of the most widely used psychometric IQ test, the WAIS – defined 'intelligence is the global capacity to act purposefully, to think rationally and to deal effectively with his environment.'

Home is the most important experience in the process of child's development. Child rearing practices, parent child interaction, parental involvement, socialization, social economic status, size and type of home etc. are factors related to home environment. These factors like social, economical, and cultural background directly or indirectly influence on academic achievement. Home environment refers to the total home circumstances, surroundings an

individual or group of individual. Home environment helps to gain better study habit. Without good study habits a student cannot succeed. The ability of parents to plan, organize and manage time will benefit your child in every area of life. Create a good home environment where good study habits are primary and appreciated.**Lakshmi and Aroara (2006)** studies show that successful children have parents who create and maintain family routines. Parental acceptance and encouragement are positively related with school success. Providing a family environment encouraging the child as follow a fixed timetable for studies, planning a family activities assignment of responsibilities in the family are essential component strutting a conductive home environment. Home environment plays an important role in adolescent's development and adjustment. An adolescent's home experiences influence on his personality and academic development. **Hendevson&Berla (1994)** observed that the most accurate predictor of student achievement is the extent to which the family is involved in the child education not the family's level of income. **Amoroso (1996)** suggests that home environment refers to adolescent's perception of the extents of punishment, amount of chores at home, parental control, absence of parents and parent's attitude towards authority figures. **Mishra (2003)** reported that home environment means the quality and quantity of cognitive, emotional and social support that has been available to the child within the home. Today, student's life develops through a continuous and dynamic exchange between school and home. In this exchange, teacher and parents are widely through of as the most important agents of children's learning, success however their work is not always complementary.Various studies conducted by **Mitra (1991), Vaslow (2000), Khosa (2001), Sandra (2002), Kaur (2006) and Muola (2010)** show that there exists a significant relationship between home environment and study habits. These studies revealed that home environment as a potential predictor of study habits and reported the positive and significant effects of home environment on Study habits of adolescents. The home has a great influence on concluded that authoritative parenting produce high level of Academic achievement and achievement skill.

Study habits are important in the process of self-learning, they could be defined as "the sum total of all habits with determined purposes and enforced practices that individual uses in order to learn." Study habit are defined as those technique such as summarizing note taking, outlining or locating material which learners employ to assist themselves in the efficient learning of the material at hand. The term can be defined as the sum total of all habits. Determined purposes and enforced"Study Habit" implies a sort of more or less permanent method of studying. According to **Onubugwu(1990)**, "Study habits is a technique, a student employs to go about his or her studies
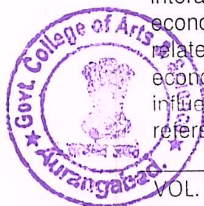
which are consistent and have become stereotyped as a result of long application or practices." School plays a very vital role in the formation of study habits among adolescents. It paves the way for them to learn about the effectiveness of group study. Some who are week in their academic can be joined with those who are strong in their academic side. This also helps the adolescents not only to learn subjects but also helps for healthy social behavior among them without any discrimination. It is the place where the adolescents can identify themselves. That means it is the place, which helps them to identify which type of study habit is suitable to them. Library has its own vital role in the formation of study habits. Students should be regular users of Library books. This helps them to acquire more knowledge and also it helps to formulate a unique type of study habits, which helps them to shine well in academic achievement also. **Verma (1996), Kumar (1999), Satapathy& Singhal (2000)** founded that good home environment to lead to good study habits and bad home environment lead to bad study habits. So that there direct relationship between home environment and study habits. Study habit of adolescent's plays important role in learning and fundamental to school success.

The purpose of the present paper is to study intelligence, home environment and study habit & attitude among adolescents. There are various factors influence the study habits of adolescents but this study has chosen intelligence, home environment and study habit & attitude. The adolescence period is selected in this study because this is very important stage of human life. Adolescents are responsible future citizen for overall development &academic achievement. It is possible that bright pupils might score poorly in the examination due to the lack of proper methods of study.

OBJECTIVES

1. To find out the relationship between intelligence and study habit & attitude of adolescents.
2. To find out the relationship between home environment and study habit & attitude of adolescents.
3. To find out the relationship between intelligence and home environment of adolescents.

HYPOTHESES

1. There is a significant positive correlation between intelligence and study habit & attitude of adolescents.
2. There is a significant positive correlation between home environment and study habit & attitude of adolescents.
3. There is a significant positive correlation between intelligence and home environment of adolescents.

METHOD

The study has been conducted through descriptive method of research.

Sample: -

The study has been conducted on a reprehensive sample of 400 adolescents of 10th class selected on the basic of randomized technique of sampling from different high schools of Amravati district of Maharashtra. Their age ranged from 15 to 17 years.

Tools:

The following tools have been selected and used in this study:

1. Test of General Intelligence

Test of general intelligence developed by S. K. Pal & K. S. Mishra was used measure the general intelligence. The test consists of 60 items. This test divided into six sub-tests such as consequently vocabulary, word meaning, analogy, classification, number series, syllogistic, reasoning, code transformation questions. In any psychological test usually total score is obtained by summing the responses. All responses in given category have the same score. The present scale has an additional advantage that it gives appropriate weight to response to each item. Intelligence is not unitary but it comprises abilities. It was for students of VIII to XII classes. It was meant for 12-17 year old student. The reliability by split half method & test-retest method was found to 0.95 and 0.81 respectively.

2. Home Environment Inventory (HEI): -

HEI developed by Dr. K. S. Mishra (1983) was to measure the psycho-social climate of home as perceived by children. It provides measure of the quality and quantity of the cognitive, emotional and social support that has been available to the child within the home. The home environment is based on five point scale (mostly, often, sometimes, least and never) includes 100 items under ten major dimensions such as control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privilege, nurturance, rejection and permissiveness. Assign in 4 marks to mostly, 3 marks to often, 2 marks to sometimes, 1 mark to least and 0 marks to never response. Count the marks assigned to ten dimensions statement on every page so to get ten score for the ten dimensions of home environment inventory. The spilt-half reliability of this inventory was worked out separately for all ten dimensions, which were reported to be between 0.67 and 0.86 respectively.

1. **Test of Study Habit & Attitude (TSHA)**: - The original study habit & attitude test developed standardizing by Dr. C. P. Mathur (1976) has been used to obtain reliable data. The study habit test includes 60 items seeking responses in yes, doubtful & no. this test is based on nine major areas of study habit & attitude such as attitude towards teacher, school and home environment, attitude towards education, study habit, mental conflict, concentration, home assignment, self confidence and examination. A set of two scorning keys is provided for scoring the responses. Scoring key A and scorning key B. scorning key A meant to score the correct study habit and scorning key B to know the items and corresponding areas in which the students need guidance. After scoring for each student scores are summed to obtain the total score. The test-retest reliability of this test has been calculated as 0.87.

PROCEDURE

For this study 400 adolescents were selected randomly from different schools of Amravati district. Subjects were contacted personally. Cooperation of theprincipal of schools was sought and efforts were made to establish rapport with the subjects. Beforeadministering tests, they were made clear aboutthe purpose of collecting the data and were toldthat the result of test would be kept strictlyconfidential so that they can respond the testitems without any hesitation. The research tools namely intelligence, home environmentinventory and study habit was scored as per the procedure givenin the manual. The instructions for data collectionas well as scoring as given in the manual of home environment inventory and study habit
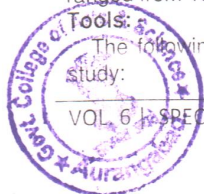
test. Pearson product moment correlation method was used to find out the relationship between intelligence, home environment & study habit & attitude of adolescents.

RESULT AND DISCUSSION

The value of the correlation is given in the below table:

Intelligence in Relation to Study habit & attitude:

The coefficient of correlation of intelligence with study habit & attitude among adolescents is given in table 1

Table 1: Relation between intelligence and Study habit & attitude of Adolescents

S. N.	Variable	R
1	Intelligence and Study habit& attitude	0.58 **

Note: - ** Significant at 0.01 Levels

The table 1 shows that the coefficient of correlation of intelligence with study habit & attitude is 0.58, which is significant at 0.01 levels. It indicates that there is positive & significant relationship between intelligencer and study habit & attitude among adolescents. Thus the hypothesis no 1 is accepted.

Home Environment in Relation to Study Habit & attitude:

The coefficient of correlation of home environment with study habit & attitude among adolescent is given in table 2

Table 2: Relation between Home Environment and Study Habits of Adolescent's girls

S. N.	Variable	R
1	Home Environment and Study Habit& attitude	0.17 **

Note: - ** Significant at 0.01 Levels

The table 2 shows that the coefficient of correlation of home environment with study habit& attitude is 0.17, which is significant at 0.01 levels. It indicates that there is positive & significant relationship between home environment and study habit & attitude among adolescents. Thus the hypothesis no 2 is accepted.

The home has a vital role to play in adolescent's study habit that will help to enhance the academic achievement among adolescent. The present society is a competitive society, where the principle of struggle for existence. Parent is highly concerned with providing material

facilities to their children and ignoring the other facilities. The study habits thus are of great assistance to actualize the potentialities of the individuals.

Intelligence in Relation to Home environment:

Table 3: Relation between intelligence and Home environment of Adolescents

S. N.	Variable	R
1	Intelligence and Home environment	0.26 **

Note: - ** Significant at 0.01 Levels

The table 3 shows that the coefficient of correlation of intelligence with home environment is 0.26, which is significant at 0.01 levels. It indicates that there is positive & significant relationship between intelligence and home environment among adolescents. Thus the hypothesis no 3 is accepted.

CONCLUSION

From the above result & discussion it is concluded that,

1. There is a positive significant relationship between intelligence and study habit & attitude of adolescents.
2. There is a positive significant relationship between home environment and study habit & attitude of adolescents.
3. There is a positive significant relationship between intelligence and home environment of adolescents.

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