CHAPTER – 1

INTRODUCTION

Education is as old as human race. It is a never-ending process and has an important role in the development of the child’s personality. It is through education that man develops his thinking, reasoning, problem solving, creativity, interests, habits and aptitude. It is the only media, through which everything can be changed to suit to the needs of the people. People change their pattern of life, way of thinking and acting on the basis of education they get. Development of a country solely depends upon the extent of education of that particular country. If the value of education is known, everything of life will be known. The world is becoming more and more competitive. Quality of performance has become the key factor of personal progress. Parents desire that their children climb the ladder of performance to as high level as possible. The desire for a high level of academic achievement puts a lot of pressure on students. It appears as if the whole system of education revolves around the academic achievement of students, though various other outcomes are also expected from the system. A lot of time and efforts of the schools are used for helping students to achieve better in their scholastic endeavors. It is only possible if the students have good study habits and they choose the subjects according to their academic interest.

Creativity

In education, creativity plays a key role to solve the problems of mankind. The main objective of education is to nurture creative people who are able to do new things, not just to repeat what others have done (Arcaro, 1995). A creative idea or product is usually defined as original and appropriate scientific findings and theories: even imaginative conversations are deemed as creative products. On the other hand, reproduced and stereotyped products are not considered creative products, no matter how fine and elegant they are (Fisher, 2005). Otto (1998) states that creative thinking is related to a cognitive process of creating several novel or unusual responses to a given
special task. The degree to which learners can deal with such a task is referred to as their creativity.

Creativity and innovation play an important role in development of a country. Due to this fact, with investing on science and technology to improve the economy, nation could achieve desirable results to increase life standards of their people. Creativity is the main source of emergence and development of human culture. The present day scientific and technological progress has been made possible through creativity. Music, painting, poetry and other forms of art that give us not only pleasure and joy, but also lend a new meaning to life, are all products of creativity. Let us imagine thousands of years back, in some primitive habitation, there was a man, endowed with a spark of creativity, who for the first time, thought of planting a seed, or who devised a wheel, or who decorated the walls of his rock shelter with drawings of animals. These were the persons, who were not satisfied with the pattern of life and ways of carrying out day-to-day activities and boldly thought of something new. They were followed by countless others whose creative endeavours have led to the comforts, facilities and enriched life that we enjoy today.

Creativity is a unique gift of nature; a highly valued human quality which has been known for a long time to have its influence on scientific, technological and artistic spheres of human activity. The rapidly changing demands and challenges existing in the world today have almost necessarily been accompanied by creative expression and contributions from talented persons.

Creativity has been identified as a divine gift of exceptional caliber people who are considered to be possessing some supernatural abilities. This view is attacked by modern psychologists and they totally rejected this conception. They agree that it is an ability of mind, like intelligence and is possessed by all individuals. The word ‘creativity’ has its origin in an Indo-European word ‘Kere’ which means ‘to create something’. Hence, it means ‘to create something novel’. Novelty implies originality, uniqueness and uncommonness.

According to Asma (2004), some important components of creativity are:
1. Fluency: (1a) Associative Fluency: This is the ability to think words rapidly that meet certain requirements, such as being synonymous or being opposite. (1b) Ideational
Fluency: This is the rate at which person can think of ideas. For example, a person may be asked to think of as many uses as possible for a common brick.

2. Flexibility: It is matter of fluidity of information or a lack of fixedness or rigidity. Flexibility is the basis of originality, ingenuity and inventiveness. (2a) Spontaneous Flexibility: This is the ability to strike out in a number of different directions in one’s thinking. For instance, in the questions about ‘uses of a brick’, those who have much spontaneous flexibility will think of a variety of uses, taking account of the various qualities of a brick, such as weight, solidity, abrasion and size. (2b) Adaptive Flexibility: It is the ability to change the direction of one’s thinking in order to keep up with a changing problem situation.

3. Originality: It is a quality which can be demonstrated in several ways, one being the uncommonness of ideas a person has, another the ability to produce clever, “Original” titles for stories, and another being the ability to see unusual consequences of outlandish hypotheses such as, ‘what would happen if people only had three fingers?’

Creativity acts as a determinant for a nation’s progress. Creativity is one of the most highly valued human qualities. Creative works effect not only scientific progress but society in general. Those nations which learn best how to identify, develop and encourage creativity in their people, may find themselves in a very advantageous position. Barron (1969), who has made extensive studies of creative children, lists the following characteristics as typical of them. He says that they have ability to keep many ideas in focus at a time; they are independent of judgment; they prefer for complex phenomenon and self assertiveness; they have got ability to integrate diverse element and lack of inhibition and freedom of fantasy.

Torrance (1962) defines creativity in terms of a process. According to him, “Creativity is a process of becoming sensitive to problems; difficulties; gaps in knowledge; missing elements; disharmonies and so on; identifying the difficulty; searching for solutions; making guesses or formulating hypothesis and possibly modifying and testing them and finally communicating the results.” Mednick and Mednick (1964), in their definition of Creativity include both the process and product. “Creative thinking consists of forming new combinations of associative elements which either meet specified requirements, or are in some way useful. The more mutually
remote the elements of new combination, the more creative are the processes of the solution”

Creativity is the ability to go beyond present knowledge, resist the persistence of set and produce something new. It is often said that creativity is not a characteristic of a selected few rather a process that is within everyone. Rhodes (1961) defined creativity as a process and as a talent found in some individuals. Maslow (1966) stated that creativity is a process which is preconscious rather than conscious process and included something of checking and corrective process. Taylor (1960) described creative thinking as a process which has been considered as bipolar in which the interaction between the person and the environment will be studied. On the basis of the survey of literature, Isaksen (1984) concluded that creativity is the process of generating unique products by transformation of existing products. These products, tangible and intangible, must be unique only to the creator, and must meet the criteria of purpose and value established by the creator. Fig 1.1

According to Arasteh and Arasteh (1976) research studies of creativity and the development of talent have proceeded from both childhood and adulthood with an
obvious gap in the adolescent period. The recent concern with increasing scientific personnel has highlighted the need for fostering creative endeavour at the high school level, particularly in the sciences. Not only there is wastage of talent in adolescence, but not much is known of the process of creativity during these years. In the views of Torrance (1964), “Of the different educational levels, the high school years have been the most neglected in creativity research. Information has accumulated concerning the preschool and elementary school years because of interest in ‘creative imagination’. Apparently, educators have not had much interest in the ‘creative imagination’ of high school students. Information has accumulated concerning creativity during the college years, because many outstanding creative students, writers and performers of many kinds began their productivity during these years and because it has deemed appropriate for colleges to produce professionally trained people who make creative contributions. No such expectations exist for high schools”. The psychological study of creativity is essential to human progress. According to Beth (2010), if strides are to be made in sciences, humanities and arts, we must arrive at a far more detailed understanding of the creative process, its antecedents and its inhibitors.

Runco (2008) revealed that education should help to fulfill potential, with the probable outcome being manifest creative academic performance. Educators should provide opportunities and models of original and creative behaviour to the students. They should provide appropriate reinforcement for original interpretations and ideas and be certain to assign tasks which require that some discretion be exercised. He believes that the creative students are not the easiest students to have in the classroom. In a sense this perspective implies that it is not too difficult to enhance creativity in the students. He was of the view that all which is needed is to support what talents students already have; we do not need to start from scratch. They already have the capacity for original interpretations and creative ideas. It really is more a matter of preventing the loss of talent than it is the provision of new talents. An alternative way of saying this is that students need to learn how to direct and control their creative tendencies.
ACADEMIC INTERESTS

Success in most walks of life seems to follow from the complex interaction of motivation and personality traits. One way of trying to explore motivation is by assessment of one’s interests. The knowledge of interests, present in the children is perhaps a pre-requisite to working effectively in building new interests and helping motivate children to learn something.

The word ‘interest’ is derived from Latin word “Interesse” which means ‘to make a difference’, ‘to concern’, ‘to be value of’. Interest is the purposive response of the individual so that certain desires and strivings are channeled towards the realization. Interest may be defined as, tendency to make consistent choices in certain directions without external pressure. It represents a tendency to select one activity or thing over the others. They also vary in intensity, greater the interest; greater is the degree of perverseness in these activities.

The term ‘interest’ has been defined as a favourable attitude towards objects. It is a tendency to become absorbed in an experience and to continue with it (Bingham, 1937). Super (1971) has defined ‘Interest’ as the product of inter-action between inherited aptitudes and endocrine factors on the one hand and the opportunity and special evaluation on the other. These are the driving forces which cause the individual to react in a selective manner to some aspects of his environment and neglect other aspects. These are the reflections of individual’s personality, his motives and the means used to satisfy those motives, consequently, a study of the interests of the students is a valuable approach to understand them as individuals.

Interest is an attitude characterized by a need to give selective attention to something that is significant to the individual. “Interest is a generalized behaviour tendency of an individual to be attracted to a certain class of incentives or activities that are vocational in nature and to those whose broad meanings transcend vocations” (Guilford, 1957). Interests are important in their own right and they represent a trait distinctly different from other traits. Their role in the performance and achievement of any kind is no less significant than that of other relevant traits. The identification and
assessment of interests in the case of an individual serves a purpose which can be served by no other means.

Interests are shaped by heredity and environment. They are fairly stable traits of personality. In the words of Layton and Insko (1974), liking and disliking is a very stable aspect of behaviour. Interest scores are more stable than scores on all other tests except intelligence. They never become permanently fixed. There is a constant shaping up of the detailed pattern, but the broad lines of interests remain unchanged. They vary with age and differ among individuals. They gradually crystallize as the individual begins to discover himself and piles up rewarding experiences in a few fields.

Academic interests and attitudes are defined as a student’s relatively stable or enduring predisposition, positive affective orientation, and tendency to persevere when working on certain specific academic content or task domains (Corno et. al, 2002).

It has been widely believed that academic interests have or should have some effect on the career decisions made by students at the senior secondary level. Academic interests are generally conceptualized as an important component of motivation. They are hypothesized to have a significant effect on a student’s decisions- for example, choice of a field – and on the outcomes of his decision- for example, quality or level of achievement, expressed satisfaction and persistence in a field. The student’s knowledge of his own interests and of their relationship to such criteria, presumed to be useful in process of informed and rational decision making. The number and complexity of options available to students in secondary schools appear to make adequate first hand experience in each option difficult to come by. Standardized interest measures, therefore, have been developed to serve as a relatively brief and efficient substitute for such “real life” exploration of options. They are expected to add relevant information to what the student already knows about his interests. This information may take various forms. It may help the student to “discover” interests previously unrecognized—perhaps by extending his knowledge of options or of activities associated with an option. It may help him to perceive a new and more useful structure for his interests.

According to Ackerman (1996), academic interests direct effort towards learning in a domain and are correlated with a multitude of academic and occupational
outcomes including course selection, achievement, and persistence in a given field of study or career. In fact, academic interest in a specific domain (e.g., Physics, Math, English) is correlated with achievement in that domain. For example, students who are interested in computers typically earn better grades and enroll in more Computer Science classes than students who do not share this interest.

Moreover, psychologists have studied the development of academic interests among children. Upto the age of ten, the interests of boys and girls are separate. Girls are interested in dolls, sewing, embroidery, drawing and decorating. Boys are interested in outdoor games of various kinds, collection of stamps etc. During pre-adolescence, boys like muscular roles and girls like feminine roles. Boys prefer mathematics and science and girls prefer languages, social studies, fine arts, music and home craft. During adolescence, the interests of boys and girls are clearly marked out (Walia, 1995).

According to Beier et. al (2008), gender differences in academic interests also reflect gender stereotypes. Boys indicate more interest in natural science and mathematics relative to other domains; girls are likely to endorse language arts and humanities as interesting. Gender differences in vocational interests are also pervasive, and echo those found in academic domains. Women are more likely to express interest in people-oriented careers (social professions, such as nurse or teacher), and men are more likely to express interest in careers such as engineer or computer programmer (Holland, 1996). These gender differences in vocational interests are reflected in the actual number of men versus women in these different occupations: there are proportionally more male engineers and proportionally more female teachers and social workers (Lackland and DeLisi, 2001).

**Study Habits**

Habit is the name given to the behaviour so often repeated as to be automatic. Those activities are habitual which are performed with little or no thought and always in approximately the same way. These are the products of experiences and practices. Habits are a matter of acquisition rather than inheritance. According to Woodworth (1918), “Habit is a well learned performance”. Habit is the tendency of an organism to
behave in the same way as it has behaved before. So, habit can best be defined as acquired, automatic, mechanical and conative dispositions i.e. tendency to behave in the practiced way. Habit can be good or bad. Habitual actions are said to be uniform. There is uniformity in our mode of talking, sleeping, walking and other activities. Habits are said to be independent of attention because they are carried out without paying much attention. The stronger the habit, the greater is the difficulty in breaking it. “Study is the total of all the habits, determined purposes and enforced practices that the individual uses in order to learn. Study is hard work, no easy substitute is available” (Armstrong, 1956).

‘Study habits’ mean the ways of studying whatever systematic or unsystematic, efficient or otherwise. Study habits mean the habits that an individual might have formed with respect to his learning activities. In the process of learning, habitual ways of exercising and practicing their abilities for learning are considered as study habits of learners. The pattern of behaviour adopted by students in the pursuit of their studies is considered under the caption of their study habits. Nagaraju (2006) defined study habit as the complex reading behaviour of a person, resulting from the varying degrees of interaction of a number of variable factors, when he seeks graphic records for acquiring information or knowledge. The efficient acquisition of knowledge depends upon the methods of acquiring study habits.

The student’s approach to learning is highly individualistic with a wide variation of technique observable. One student may prefer the quiet of the library, another, the student lounge; one may underline a text, another takes notes; one may study intensively for several hours, another may take many breaks. The variations are endless. Azikiwe (1998) describes study habits as “the adopted way and manner a student plans his private reading after classroom learning so as to attain mastery of the subject”. According to her, good habits are good assets to learners because they assist students to attain mastery in their field of specialization and consequent excellent performance, while the opposite constitute constraints to learning and achievement leading to failure.

Pupils learn most of the subjects through classroom participation. It is a place where most of the pupils feel some difficulties. Most of the students have difficulty in
determining what should be learned in a lecture and how to remember it. Some students cannot note down important points rapidly from a lecture. Others record what is said rapidly without understanding what they have written. To overcome these difficulties, the pupils followed some principles like improving the class manners, having conferences with the class teachers, improving the ability to benefit from lectures and improving the ability in the classroom discussions. So, study habits basically consist of effective methods of study. Sorenson (1954), while outlining the good basic study habits stated that one must study with the primary intention of understanding. This requires one not to be in a hurry in getting through instead sustained concentration is necessary.

Study habits can be interpreted as the planned programme of subject matter mastery. Learning how to study involves putting away the habits and ideas which have made study unpleasant and burdensome, and taking on habits and ideas which make study more pleasant and fruitful. Why does one individual learn more quickly and thoroughly than others? The main reason for inefficiency in learning is one’s carelessness and ineffective study habits. According to New Standard Dictionary of Education, study habits mean theme setting of subject to be learned and investigated, and the tendency of pupils or students to study when the opportunity is given. Effective and successful study consists of more than merely memorizing facts. It calls for knowing where and how to obtain important information and ability to make intelligent use of it. According to Crow and Crow (1992) the effective habits of study include plan/place, a definite time table and taking brief of well organized notes. To study successfully a student must decide what information is important and then form the opinions concerning it. All these things must be done to the best of his ability in the shortest possible span of time. Because, knowledge is very important to every person, hence it is wise to learn how to study in the most effective way. Experts are agreed that great success in the field of knowledge is attributed to good and consistent study habits. Patel (1976) analyses seven study habits as 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 and 7) college environment.
For good study habits, one must have the desire to learn with full working abilities and talents. There is evidence that instructions about systematic study skills improve the academic performance. Study skills entail a beneficial study environment, self-management and time and stress management as well as more traditional skills of effective listening, reading, comprehension, note taking and sophisticated writing skills. Motivation is essential for instilling study skills. Researchers suggest that behavioral self-management, mood management and self-monitoring are successful tactics in developing motivation. Development of study skills should be addressed at every educational level.

According to Apps (1982), Reed (1996), Rooney and Lipume (1992) sound and persistent study habits reduce test anxiety, enhance student’s ability, improve his performance and develop confidence in him. Learning is doing and it is an active process in which a student must be involved and participating in what he/she is trying to learn.

Habits are true indicators of individuality in a person. So, study habits are the behaviour 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. In the academic field, study habits are of particular theoretical and practical importance. If we look at the difference between the Indian and Euro-American students in their study habits, the Indian student needs to be spoon-fed, but the Euro-American student prefers independent study under the supervision of his/her master (Kohli, 1977).

Jumuar (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 them to maladjustment to life.

Several studies (Akinboye, 1980; Adetola, 1988 and Pinda, 2000) have established that students’ academic performance is highly influenced by their study habits. Specifically, Bakare (1979) stressed that the study habits of students cannot be divorced from their academic performance because success in academic endeavours depends largely on reading in the search for knowledge and facts. Ikegbunam (1997) and Mustapha (1982) also identified study habits as correlates of academic performance. This indicates that a students’ success or failure in examinations can be influenced by his/her study habits. Anameze (2001) noted that since education is regarded as an agent of national development, factors that promote academic performance such as effective study habits should be encouraged among students. According to him, the promotion of effective study habits among students should be of profound interest to all stakeholders in the field of education.

Brown and Holtzman (1956) and Srivastava (1967) point out that for good academic success, good study habits and attitudes are important. Hence, study habits have also been associated with academic achievement, independently of scholastic aptitudes. Given a similar scholastic aptitude, students with better strategies and better study habits tend to show higher academic achievement. Even students with low scholastic aptitude, but with good study habits, may obtain better results than those with higher aptitudes (Weigel and Weigel, 1967). Further, Beidal (1999) showed that the use of study skills strategy decreased anxiety and improved the academic achievement.

Moreover, Rasul (1968) observed that the study habits of students play pivotal role in learning process reflected in the academic achievement of the students. The study habits have positive relationship with the learning, which results in better achievements. The students may fail to maintain higher level of achievement due to a particular study habit. It is, therefore, desirable that the students must be motivated towards such habits of study by which they may get good scores with better understanding of the subject matter.
Academically, many students perform badly 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.

Nausheen (2002) suggested that, proper investment of time in students’ life is much important. The actual amount of study time required by an individual depends on his speed and efficiency in the work and his preparation and adaptability for each type of work in which he/she engaged. Generally it is expected that students spend two hours on self study for every hour spent in class, especially at the higher level of education and these hours should be properly scheduled for a day or a week and deadline should be settled for each task. Students who resort to ineffective study skills because of which their performance not only in examination is affected badly, rather they are unable to develop understanding of concepts, issues and ideas.

Bakare (1974) observed that ineffective study habits lead to poor career performance, inefficiency on job, lack of job satisfaction, low productivity and gross under development and retrogression of nation’s intellectual advancement. Anwana and Cobbach (1989) are also of the view that students do badly academically on account of factors other than low intellectual capacity.

Also, Ayeduso (1997) observed that attributes such as lack of concentration during lessons, inadequate skills in study habits, late submission of assignments and examination anxiety contribute to students’ poor academic performance.

Educationists and counselors 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. Ramamurthi (1993) stressed that teachers have to ensure that students acquire good study skills, so that their academic performance will be good. He concluded that combined efforts of the parents and the teachers and the persistent well-motivated approach of the student under the guidance of the teacher alone would bring about a good academic achievement.
Academic interests and study habits play a very important role in the life of students. Success or failure of students depends upon their study habits and choice of academic interests. 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 his ability, intelligence and efforts. No doubt, regular study habits bring their own rewards in the sense of achievement of success and after rightly choosing the subjects of interest.

Moreover, creativity is of recent origin even in the advanced countries. Few studies have been carried out in this area in the Indian context. There is a dire need of sustained empirical research in this field. For example, what is the effect of urban and rural environment on creativity? Do boys and girls differ in the various components of creativity- like fluency, flexibility and originality? How creativity effects study habits and academic interests of an individual etc.?

The above discussion inspired the investigator to explore the academic interests and study habits of secondary school students in relation to their creativity.

**STATEMENT OF THE PROBLEM**

**STUDY OF ACADEMIC INTERESTS AND STUDY HABITS IN RELATION TO CREATIVITY AMONG SECONDARY SCHOOL STUDENTS**

**DEFINITION OF THE KEY TERMS**

**Study**

Study is the application of the mind to books or similar material for the purpose of learning what is not known. Study means an investigation of a particular subject or the published findings of such an investigation.

**Interest**

Interest is a state of engaged attention and curiosity in a given operation or a disposition towards such state.
Academic Interest

It means the interest of the students in different streams/courses in the field of education. In the present study, academic interests and educational interests are taken as synonyms.

Study habit

It means the pattern of behaviour adopted by students in the pursuit of their studies. All activities regularly pursued in relation to school work are called study habits.

“Study habits include students’ habits of concentration, note-taking, time-budgeting and study method” (Smith, 1961)

Creativity

It is the ability or power to create, to bring into existence, to invest with a new form, to produce through imaginative skills, to make or bring into existence something new. According to Barron (1969), “Creativity means to create something new by assimilating existing principles or things.”

Student

“A person studying under relatively close supervision and tutelage of a teacher”. (Good, 1973)

Secondary school students

Students studying in classes IX to XII are termed as secondary school students. However, in the present study, XI and XII class students will be taken.

Urban Schools

The schools located in an urban area (municipality and corporation) are called urban schools.
Rural Schools

The schools located in rural areas (Panchayat villages) are called rural schools.

Objectives of the Study

1. To study academic interests, study habits and creativity of secondary school students.
   1.1 To study academic interests, study habits and creativity of secondary school urban students.
   1.2 To study academic interests, study habits and creativity of secondary school rural students.
   1.3 To study academic interests, study habits and creativity of secondary school students (boys).
   1.4 To study academic interests, study habits and creativity of secondary school students (girls).

2. To study Academic Interests in relation to creativity among secondary school students.
   2.1 To study Academic Interests in relation to creativity among secondary school urban students.
   2.2 To study Academic Interests in relation to creativity among secondary school rural students.
   2.3 To study Academic Interests in relation to creativity among secondary school students (boys).
   2.4 To study Academic Interests in relation to creativity among secondary school female students (girls).

3 To study the Study Habits in relation to creativity among secondary school students.
3.1 To study the Study Habits in relation to creativity among secondary school urban students.
3.2 To study the Study Habits in relation to creativity among secondary school rural students.
3.3 To study the Study Habits in relation to creativity among secondary school students (boys).
3.4 To study the Study Habits in relation to creativity among secondary school students (girls).
4. To study academic interests in relation to study habits among secondary school students.
4.1 To study academic interests in relation to study habits among secondary school urban students.
4.2 To study academic interests in relation to study habits among secondary school rural students.
4.3 To study academic interests in relation to study habits among secondary school students (boys).
4.4 To study academic interests in relation to study habits among secondary school students (girls)

Hypotheses

1. There exists no correlation between academic interest and creativity among secondary school students.
1.1 There exists no correlation between academic interests and creativity among secondary school urban students.
1.2 There exists no correlation between academic interests and creativity among secondary school rural students.

1.3 There exists no correlation between academic interests and creativity among secondary school students (boys).

1.4 There exists no correlation between academic interests and creativity among secondary school students (girls).

2. **There exists positive correlation between study habits and creativity among secondary school students.**

2.1 There exists positive correlation between study habits and creativity among secondary school urban students.

2.2 There exists positive correlation between study habits and creativity among secondary school rural students.

2.3 There exists positive correlation between study habits and creativity among secondary school students (boys).

2.4 There exists positive correlation between study habits and creativity among secondary school students (girls).

3. **There exists no correlation between Academic interests and study habits among secondary school students**

3.1 There exists no correlation between Academic interests and study habits among secondary school urban students.

3.2 There exists no correlation between Academic interests and study habits among secondary school rural students.

3.3 There exists no correlation between Academic interests and study habits among secondary school students (boys).
3.4 There exists no correlation between Academic interests and study habits among secondary school students (girls).

**Delimitations of the study**

1. The study is restricted to the students from class XI and XII.
2. The study is restricted to the C.B.S.E. schools only.
3. The study is delimited to Amritsar and Tarn Taran districts only.
4. Sample comprises of 500 students (including boys and girls) from rural and urban schools.

**Need and Justification of the study**

“Our children are the pillars of the nation and they must be cared for and protected at all costs, under suitable environment.”

-Jawahar Lal Nehru

The children of the world are innocent, vulnerable and dependent. They are also curious, active and full of hope. Their time should be full of joy and peace, a period of playing, learning and growing. Their future should be shaped in harmony and cooperation. Their lives should mature as they broaden their perspectives and gain new experiences (UNICEF, 1991).

According to UNICEF (1991) in India, nearly 324.5 million children are under 16 years of age who are the future citizens of the nation.

The majority of children in India are underprivileged. They live under low social, economic and environmental conditions which hamper their growth and development. Many families live at the subsistence level and are plagued with illiteracy and unemployment. As put forth by UNICEF (1983) the problem relating to child care and development is therefore complex.

India is a populous country of all shades and persuasions. It lacks specialists in various developmental programmes because of inadequate attention towards the creative people. It is generally observed that there are only few people who contribute
through their creativity or superior ability in different walks of life and thus provide facilities for remaining larger section of society. India is already facing the highest illiteracy rate, wastage and stagnation and above all brain drain. Therefore, it becomes more pertinent to care for the talented and creative.

Moreover all the major roles of the future society are to be shouldered by the youth, a study of their interests, values and study habits, particularly of creative youth would be an important clue to understand whether they are being adequately motivated to accept the new responsibilities. The need for identification and development of creative talent inspired the investigator to undertake the present study which aims at providing some information with regards to academic interests, and study habits in relation to creativity of secondary school students to teachers, parents and guidance workers. Teachers can be very effective in helping creative children if and only if they are aware about certain characteristic features of their personality.

It is vital and important to study the academic interests of secondary school boys and girls, because they just enter the adolescence stage and show interest in different educational areas. The above factors will have their own impact on the possession of academic interests of boys and girls. Hence, this area is considered for study.

The urban schools are well equipped in many aspects when compared with rural schools. The buildings, the teaching staff, the educational atmosphere, the amenities provided to pupils to pursue education vary significantly. Rural students have the disadvantage of lack of exposure. Their access to good books in the library is limited as compared to urban students. Also rural and urban schools differ in atmosphere and in matters of school and geographical conditions of the area. Hence, there may be a difference between the educational interests of urban students and rural students.

A systematic research in this direction will also help the curriculum planners to plan various educational activities in order to make an optimum use of the talent of creative students.
Scope of the study

The main purpose of the study is to make a survey of the academic interests and study habits in relation to creativity among secondary school students (specially of XI and XII class pupils) of CBSE schools, in rural and urban areas of Amritsar and Tarn Taran Districts of Punjab State.

Chapter Scheme

The study has been divided into five chapters including the present one which aims at introducing the problem and objectives of the study. Chapter II reviews the literature relating to the study, while data base, concept and methodology used are discussed in chapter III. Chapter IV deals with analysis and interpretation of result, where as chapter V discusses the conclusion and summary of the study.