

“A STUDY OF CRAMMING FOR SUCCESS IN PRESENT EXAMINATION SET UP”

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Abstract

In this paper investigator has decided to investigate the role of rote memorization in academic success and wishes to see if rote memory and academic success have significant relationship; whether in the present set up of examinations and evaluation system cramming is an indispensable factor for academic success, whether for getting through in the examinations cramming capacity in an individual plays an important role. The study also aims at finding out if like cramming intelligence is also a significant factor for academic success in the present structure and vague, inaccurate and verbal memorizing that brings and ends in uninterrupted and mis-interpreted repetition of what the text book says. And the student community in general is compelled to adhere to rote memorization to pass the examinations because the usual form of questions set in the examination involves parrot like memorization, e.g. ‘What are the chief characteristics of human wants’? Define civics and discuss its scope. Compare and contrast the climate of equatorial and Mediterranean regions’. ‘What were the political conditions in India when Babar invaded’? What is the principle of Archimedes’? ‘Under what conditions iron gets rusted’? ‘What is lever’? Discuss its kinds’? What do you understand by latent heat of steam? Define equivalent weights’. ‘What do you understand by Double Entry system of Book-keeping? ‘Define money and discuss its functions’? And so on and so forth. Such questions as these test only the superficial and artificial layer of facts providing no insight how these facts are related to real life of examinations: and other things being equal whether cramming stands out as a factor more important than intelligence. Furthermore, the purpose of the study is also to see how far intelligence affects an individual’s capacity for cramming; whether the sub-normal students on the one hand and normal on the other can memorize a material as accurately and efficiently as the above-normal, and the vice versa.

Key Words: Cramming, Academic Success, Memory, Examination, Success

India is a matchless combination of different tribes, communities and cultures. Almost each state has its own different language to speak different style to live, different problems to solve different objectives to achieve and different educational technique in institutions. Indians have diverse customs and traditions. Professor H.Kabir has rightly stated “It has been paradox of Indian history that inspire of basic identity of culture, the country has been divided into kingdoms which have after developed sub-nationalities sharply distinguished from one-another through out the Indian history, we find on the one hand a tendency towards unification on the basis of religion and culture and on the other hand of fragmentation due to differences in language and customs and economic and political interests”.

Indian society is composed of different races, cultures, religions and faiths where personality is facing terrible frustration specially in the field of social and environmental adjustment because of these above mentioned diversities, with the dawn of our freedom, individuals from all strata of society have been provided equal educational opportunities in schools and therefore, the enrolment is ever increasing. Even individual is knitted with his different environmental and hereditary created problems. though the individual possesses various interests and aptitudes but most of them do not achieve their prescribed goal. There may be so many factors for which they fail to get an appropriate stimulus to achieve high level. The feet is every child from his birth is directly influenced by his immediate social, physical materialistic and educational environment. Man is a social animal. His personality is a educational product of the interaction between the constitutional given opportunities of the organism and the educational, cultural and materialistic environment, in which he gradually learns his behavioral attitudes and educational skills, appropriate to an adult member of the society, his nature, his mental level as well as his educational problems differ from child to child and from individual. The internal environment of the institution, its general value pattern, its specific goals, its resources it has at its disposal, are various problems conditioned by numerous circumstances. These circumstances are the community in which institution is placed, the current stage of institutional cycle, the success and failure of the institution to which it has experienced during the previous stagers of its cycle and lastly the institutional general socioeconomic level. These

circumstances shape the track in which each child of the institution goes on willingly or unconsciously. When one thinks of child's progress on child's all over development, (to increase memory), a number of questions arise such as:

- (a) Why children do fail in schoolwork either specially or generally?
- (b) Why these children differ in their achievements?
- (c) What factors are responsible for their success or failure?
- (d) What is the relation between affecting factors with child's scholastic achievements?

This is not an easy task to answer these questions. It is not so easy even for the educators, philosophers or the persons who are devoted in this field. Just as the individual personality is an extremely complex entity. So the reasons for failure at any spot of the personality track are extremely difficult to unravel in a precise, clear and demonstrable way. All the multiplicity of interrelated factors, operating in every case that ever encounters will never probably be known to us exactly. These are number of factors, which profoundly effect on child's educational development.

Importance of the Study

The present investigation has a psychological bearing and orientation. The researchers have not bestowed adequate through, which are the failure causes among children. The students possess examination fear complex. They even think that they have failed in their very lines. Their parent's fear that they gave a trial to their children and the children having failed must be unfit and thus studies should be discontinued. In this era of all round advancement in the child's environment there should be scientific analysis of the factors which effect child's own advancement positively or negatively. Child is the man of future. He has to adjust in his society and classmates and has to enjoy the life. So he should be made fit for the future and capable of making a suitable environment for himself and for his near related generations. There should be positive and constructive use of child's interest, efficiency and attitude so that he may become a powerful organism of the community. Thus the investigator hopes that the conclusions drawn from the investigation may shed from new light on the educational matrix of those students who fail in the class and those who are most successful in their academic records in the schools. Teachers should also consult the study technique of the students.

The study under reference will throw light on the role of cramming for success in the present examinations system, and if cramming is found to be a more vital factor than other correlates of academic success viz. Intelligence quotient, then a change in the entire set up of examinations and evaluation system is required to reduce the habit of cramming as a tool of academic success and to develop a more balanced personality of the individual by relying more on permanent memory must be given due consideration.

The present examination system at any level of education in India leads even a layman to think that it is nothing but a farce, a test of superficial knowledge; one is tempted to find out the basic requirement for getting through the examination. Is it intelligence, its high quotient value which is responsible for success in the public examination, or is it something other than this covered possession of the human being? This question poses a serious problem in-as-much-as the most intelligent candidate fail to succeed in the present day examinations, whereas worldly-wise and laborious candidates, who prepare the selected topics and cram the answers to the most expected questions pass with higher ranks. The most tragic point of the whole situation is that during the last 50 years, the popular Government has done nothing but to adopt the hackneyed curriculum framed by Britisher's whose main objective was to produce clerks and yes man, who could carry out the wishes of their white bosses without ifs and buts. Therefore, it has become necessary to study the factor which pushes up the candidates easily in the examination. This factor, in my opinion, is Rote Memory, the cramming power possessed by a candidate.

Everybody knows about the superficial knowledge of students passing the High School Examination. Even the graduate possesses little insight into the subjects in which they have passed the University Examination.

The investigator has come across many students unable to write correct words and sentences even in Hind, what to say of any other subject. It has ever been surprising to the investigator that majority of students seeking admission in XI after passing the High School Examination is ignorant even of simple rules of Hindi and English Grammar, of division, multiplication, ratio and preliminary knowledge of any subject. Not only this, even the most intelligent boys possessing all round proficiency in all matters outside the class – from show

very poor level of achievement, whereas the average and below average boys fare better in the examination.

A little consideration to the cause of this phenomenon will reveal the fact that the present system of examination is medieval defective and out-molded. In the existing set-up of examination system the success goes to those boys who cleverly prepare for the examination, who cram the answers of most important expected questions day and night a few days prior to the commencement of the examination, and on the contrary the students who devote their time in extensive study and go deeper and deeper into the core of the subjects exhibit poor results. Examinations do not test qualities of mind and character which are indeed the finest fruits of education. B.Bloom writes, "A study of question papers set at school leaving examination in different years of various states of this country reveals that favorite questions are repeated, the slight changes are made in the wordings of question in successive years and that there are great similarities in the questions used in different States".

In such a state of affairs the intelligence of most boys remains unused and is allowed to rust whereas the cramming power or rote memory power develops. Memorization itself is not so undesirable as indiscriminate.

Educational importance of the study

A study of the relationship between cramming and the success or failure in academic achievement is replete with significant educational implications. The knowledge of child's financial conditions and the status, to which his family belongs, is of a great value to the educators from educational point of view. The aim of education is not simply the development of knowledge in individual, but to inculcate such qualities in individual that he may understand his studying responsibility, and after regulating his studies, he should make efforts for its progress.

As a result of above it becomes a need for curriculum setters to decide the type of syllabus they set for different age group pupil and simultaneously to decide the percentage of subjective and objective part of the chapter on the subject matter.

Secondly it becomes easier and help to put teacher to represent their subject matter in a benefiting manner so that their students prove themselves most successful in final

examination. Moreover teachers will be able to understand the technique of correct answering the questions.

Thirdly this study is beneficial for students too. In examination time is fixed and final to solve all the questions. During this given time only, a student has to complete his entire question paper. This is only possible when the student has gone through the subject a number of times or in other words it has been crammed properly having gone concepts of the subject matter through in his mind. This will help the student to expose himself fully and more technically in the given time of examination. It is emphasized here that there are large number of formulas, equations, laws, theorems, hypothesis, axioms etc. in Math's, Physics, and Chemistry and these can not be derived and then use them to solve question as the time is limited. In a nut shell it can said that what ever a student has already learnt or crammed can write in the final exams.

Economical importance of the study

The education brings social change, but social change is vitally linked with economic change. The lack of economic change results in conservatism and an education which does not promote economic change, very often fails to promote social change. This is the reason why indigenous system of education in India in the eighteenth and nineteenth century failed to provide employment to every child.

This study will not only benefit the teachers only but also the students and other educational experts who are interested in the education and in the welfare of the students as well as of the society. The conclusions drawn from this study, it is hoped, may bring about certain changes in the educational set-up so that the failure might be reduced considerably and the number of most successful students may go higher and higher. Lastly, it is hoped that the conclusions to be arrived at from the study will not only benefit the present generations but the future entrants also.

Hypotheses:

1. Cramming capacity does not hold importance in academic success.
2. Academic success does not depend only on intelligence.
3. Cramming does not hold relationship with intelligence.
4. Academic success does not depend only on hereditary factors but it depends also on environmental factors.

METHODOLOGY

Achievement of definite goal requires a definite track, planning, execution and evaluation in a systematic way known as methodology of a project or programme. Educational research methods help us to achieve educational goals to carry out the research project. It is the process of thinking, analysis and generalization in the field of educational researches. It helps in the solution of educational problems. It carries the investigator from objective to the findings and conclusions. It involves the use of reference materials, samples and tools to be used, method of drawing samples and collections of the data, method of analysis. In this way we can easily say that the proper research method is the way to solve the educational problems and to achieve the aims and objectives of the problems.

Many research problems require the systematic collection of data from populations or samples of population through the use of personal interviews or other data gathering devices. Investigator needs a particular sort of method in order to collect the required data for proving the hypothesis. The branch of logic which deals with the methods of scientific research is called methodology. In the present study a considerable methodological rigors was required in order to carry out the task of studying the relationship between academic success and cramming.

Research Design:

It was developed in the following manner:

- (1) The object of study was defined. In investigation the relationship between academic success and cramming, taking cramming as a most important factor after intelligence in the present set up of examination and evaluation.
- (2) The decision as made to compare the results between boys and girls, because
 - a. Boys devote less to the studies in comparison to the girls even then difference in their pass percentage at the board examination is not much.
 - b. Boys take more active part in the extra curricular and union activities which generally works as a hindrance in devoting sufficient time to studies. Even then boys maintain their results.
 - c. Boys instead of reading throughout the year generally work seriously only on the eve of the examination.

(3) In order to study the relationship between academic success and cramming, both cramming and academic success were measured and recorded respectively, controlling the most important factor of academic success, i.e. Intelligence.

(4) A series of inter – related hypothesis susceptible to empirical testing were wet up regarding the rate of cramming in academic success and intelligence in academic success.

(5) A decision was taken up as to what type of research which should be objectives quantitative and repeatable should be used to test the hypothesis. The research design consisted of administration of intelligence test (Jalota’s General Mental Ability Test) and the cramming i.e. Rote Memorization test (constructed by the investigator, and was of matrix pattern) on a sample of two hundred students of XI class individually. First of all the intelligence Test was given to all selected students of XI class irrespective of their faculties. After further selection the rote memorization test was given individually.

Sample Selection:

Table – 1 Gender wise distribution of the sample

Gender	Number
Male	100
Female	100
Total	200

Table-2 Various categories and number of students in each category as a function of gender.

Gender	Categories				
	Superior (110 & Adobe)	Above average (100-110)	Average (90-1100)	Feeble minded (80-90)	Low (80 & below)
Male	20	20	20	20	20
Female	20	20	20	20	20

RESEARCH TOOLS:

To collecting data for the present study, various devices may be used. Certain instruments to gather new facts or to explore new fields are needed in every type of research. The instruments thus employed as means are called ‘tools’

To investigate the problem in hand the investigator needed four basic types of information. They are:

- (1) Intelligence Scores,
- (2) Academic Success Scores,
- (3) Rote Memorization Scores,
- (4) Attribution information regarding academic Success.

Table 3

Attributions regarding academic success elicited by students (in%)

Activities	Male		Female	
	above normal IQ	Below normal IQ	Above normal IQ	Below normal IQ
1. Hard work	90	45.5	74.0	14.1
2. Internal environment	95.0	15.12	21.0	95.0
3. Discipline	82.5	22.5	26.5	75.0
4. Cooperation of teachers	90.4	26.5	46.0	67.5
5. Awareness of responsibilities among teachers	75.1	10.15	33.5	15.5
6. Cooperation of parents	91.1	26.5	90.5	38.5
7. future orientation	80.5	33.1	56.25	29.5
8. Stability of jobs among teachers	15.1	59.25	19.5	69.5

It has been found that students belonging to the above normal IQ group of male have attributed to hard work, good internal environment, and discipline, cooperation of teachers

and parents, awareness of responsibilities among teachers and future orientation for their academic success. In female group, students belonging to the above normal IQ have given credit to hard work, cooperation from teachers, and parents, and future orientation for their success. Factors which were responsible for student's success of below normal IQ groups were hard work, some feeling of future orientation, discipline, cooperation of teachers and stability of jobs among teachers.

On the basis of the results it can be summarized that the students belonging to above normal groups have attributed more internal as well as external factors for their academic success while the students belonging to below normal IQ groups have attributed only external factors for their academic success. Thus it can be stated that not only cramming was responsible for students success but several other factors were also more important for their achievement. Intelligence may be a major factor but academic success does not depend only on intelligence.

CONCLUSION, SUGGESTIONS AND SIGNIFICANCE OF THE STUDY

As result of analysis of data and the interpretation of results it can be concluded in general that cramming and Academic Success have a significant relationship, that is, in the present set up of system of education, specifically of examination and evaluation cramming is an indispensable factor for academic success, further meaning thereby that for getting through the examination successfully cramming in an individual plays an important role.

The other conclusion which can be drawn from study is that for academic success like rote memorization, intelligence was also an important factor. But when the two were compared rote success.

The next conclusion which can be derived from the findings is that intelligence does not influence the individual's capacity of rote memorization. The Dullards can memorize a material as efficiently as the superiors.

No doubt, these are the conclusions based on the acceptance or rejection of the null hypothesis, but they cannot be generalized on the basis of this study as the decision to reject a hypothesis on the basis of statistical analysis on the results of one experiment does not mean that this hypothesis is permanently excluded from further consideration. Nor does taking a hypothesis

to be tenable mean that it is to be considered proved to be completely valid. Discussions concerning hypothesis are made with greater or lesser confidence based on the procedures of statistical inference,

SUGGESTIONS:

By seeing the above comparison and comparing the result it is clear and there is no doubt if investigator emphasize that cramming keeps its position at the top to get success in an examination. It is accepted that lines of poem, quotation, definition formulas and axioms are to be crammed then only can successfully attempted in examination. If these are not attempted word to word then its meaning will become change and even sometimes it become change and even sometimes it become useless. It is found that are come specific learning difficulties in children which can be eradicate by mere effort of teachers and parents and of course by children.

Some of the problems such children have are the inability to listen, read, write, spell and retain information. The children are on the school's role and take part in all the aspects of a normal school curriculum. During classroom time they attend the unit and are taught individually or in small groups, depending on the nature and severity of the disability.

By definition, a reading disability exists where there is a discrepancy of one or more years between the child's current reading level and his intellectual level. In judging referrals, we do not rely entirely on quantitative scores and formulae, but also on the degree to which the child can profit from the provision, and this can be judged from background information.

Children are referred to the unit through the personal services department of shire hall be educational psychologist and remedial advisory teachers. Once a child has been granted a place, parents are invited to visit the unit and school, where the nature of the disability and provision are explained to them. Parents are encouraged to keep in close contact with the unit and it is important that both home and school work together towards the best interests the child.

EDUCATIONAL IMPLICATION

Present study will be advantageous to those people who are administrator, teachers and policy makers of effective education in school system. As a result or above, it becomes a need for curriculum setters to decide the types of syllabi they set for different age group pupils and simultaneously to decide the percentage of subjective and objective part of the chapter on the subject matter.

Secondly it becomes easier and help to put teacher to represent their subject matter in a benefiting manner so that their students prove themselves most successful in final examination. More over teachers will be able to understand the technique of correct answering the questions.

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The result of this study will prove extremely helpful in reviving and upgrading the level, meaning and significance of the education.

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