

# **To Study the Effect of Guidance Services on Study Habits, Study Attitudes and Academic Achievement of Secondary School Students of District Panchkula**

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## **ABSTRACT:**

*The substantive aim of the study is to examine the effect of guidance services on students' study habits and academic achievement of secondary school students. An experimental study was devised for the purpose. A guidance programme for secondary school students was developed by the researcher. An experiment was conducted to explore the effectiveness of guidance services in terms of improvement in students study habits and academic achievement. Ten null hypotheses were tested to explore the effect of guidance services on students' study habits, and academic achievement in five subjects. All the hypotheses were tested at 0.05 level of significance. The results of the study indicated that the guidance services have significant effect on the students' study habits and academic achievement. The findings of present study as well as other studies conducted in this area reveal that guidance services are effective for the improvement of school instruction. It is therefore, recommended that center for guidance services or guidance clinic may be established in each schools.*

**Keywords:** Effect, Guidance Services, Study Habits, Study Attitudes, Academic Achievement, Secondary School Students, District, Panchkula.

## **INTRODUCTION:**

In all educational institutions, the whole teaching learning process is directed towards achievement in the academic field as well as in the sphere of co-curricular activities. The academic achievement is required to be of greater value and for the attainment of which the students, teachers and parents strive towards it. The quality of citizens depends on the quality of their education and quality of education besides other factors depends upon study habits and study attitude of the learners. Quality of education is reflected through academic achievement which is a function of study habits and study attitude of the students. The importance of study habits in student's life plays a major role in their academic achievement, because without studies no one can be succeeded. For studying, students should use different techniques because with these techniques they can ensure good outcomes. Thus to enhance

the quality of education, it is necessary to improve the study habits and study attitudes of the students. To improve study habits and study attitude, those factors are needed to be identified which affect these characteristics adversely. Identification of these factors may lead towards remedial measures. To identify factors having negative effect on study habits and study attitudes, to propose remedial measures and to employ strategies for the development of good study habits and study attitudes, well organized guidance services are needed in schools.

Guidance refers to leading a person to self-actualization or helping him to develop his full potential. This objective of self-actualization is difficult to be attained if a student is unaware of, or unrealistic about his potential. Bhatnagar & Gupta (1999) define guidance as a process of helping the individual find solutions to his own problems and accept them as his own". They further say that guidance is an integral part of education; a continuous service; both generalized and specialized service, for the "whole" child and is not confined only to some specific aspects of his personality.

Shertzer (1976) defines guidance: "It is the process of helping an individual to understand himself and his world. Conceptually, guidance involves the utilization of a point of view to help an individual as an educational construct. It refers to the provision of experiences which assist pupils to understand themselves and as a service it refers to organized procedures and process to achieve a helping relationship."

## **REVIEW OF RELATED LITERATURE:**

Guidance programmes for secondary school students are designed to address the physical, emotional, social and academic difficulties of adolescence. By resolving physical, emotional, social and academic difficulties of the students and by helping students understand their learning strengths and weaknesses; their study habits can be improved. Better study habits and study skills lead to better achievement scores. The guidance programmes promote academic, educational, personal, social and career development. Guidance programmes foster positive attitude towards school learning and work and hence, improve academic achievement. A study was conducted by Hudesman et al., (1986) to compare the impact of structured and non-directive counseling styles on academic performance of high-risk students. Results indicated that students in structured counseling condition had higher GPAs than those in non-directive counseling condition at the end of semester. Francis and others (1987) also examined the positive effects of counseling on students' communication patterns, study habits and academic achievement. The secondary school guidance programme should be a part of the total school programme and complement learning in the classroom. It should be child centered, preventive and developmental. The guidance programme should aim at maximizing the student's potential by encouraging their social, emotional and personal growth at each stage of their development.

Kochhar (2000) considers guidance necessary to help the pupil with specific problems like lack of relationship between ability and achievement, deficiency in one or several school subjects, faulty study habits, and defective methods of learning and poor motivation. Bhatnagar and Gupta (1999) are of the opinion that for better student achievement, it is necessary to aid pupils make progress in their education by removing their difficulties and developing good study skills. Hence guidance programs must include this aspect of student aid. Guidance plays a vital role in removing the educational, personal, social, mental, emotional and other similar

problems of the students. The main purpose of instruction is to enable the child to learn, whereas the teacher's task is to facilitate the learning process and develop study habits and right attitude toward learning. A teacher who has the guidance point of view in teaching will keep all this in mind (Bhatnagar and Gupta, 1999).

According to Braddock (2001) the purposes of guidance and counseling services for school children are to:

- Improve academic achievement
- Foster positive attitudes toward school, learning, and work
- Increase acquisitions and application of conflict resolution skills.
- Decrease dropouts.

In modern times the complexity of life has intensified the need of organized guidance services. Both developed and developing countries lay great emphasis on the guidance of their youth to channelize their energies. Students need to be guided for developing good study habits and adequate preparation to sit in the examination (Kochhar, 2000).

Attitudes are predispositions which have developed through a long and complex process. Anastasi (1990) defined attitude as, "a tendency to react favourably or unfavourably toward a designated class of stimuli." It is evident that when so defined, attitudes cannot be directly observed, but must be inferred from overt behavior, both verbal and non-verbal.

Vaidya (1989) explained attitude as "a condition of readiness for a certain type of activity." Attitudes held by the individuals may be simple or complex, stable or unstable, temporary or permanent and superficial or fundamental. Judgments based upon insufficient facts are likely to yield wrong results and thereby develop biased attitudes.

Attitudes offer great possibilities for successful achievement in studies. They are an important motivator of behavior and affect the achievement of the students. A great deal of research literature provides an evidence for positive link between attitude and achievement. Simpson et al (1994) reported a correlation of .84 between an affective behavior checklist and achievement in Biology.

According to Crow & Crow (1979) a child's attitude towards his work affects his worthwhileness in his activity. A child should not be permitted to do completely as he wishes. He should be stimulated toward desirable activity through the arousal of interest in worthwhile projects. Constructive, objective attitudes encouraged during childhood serve well during adolescence. The attitude of the teacher, group leader is important, in a child's study habits.

Good (1973) define the term study habits as: "The student's way of study whether systematic, efficient or inefficient etc." Good study habits are perceived to be the determinants of the academic performance. That is why efforts are made to develop and improve study habits in students. Secondary Effect of Guidance Services in public schools of District Panchkula comes from economically poor and average income families. These families face various problems causing emotional disturbance among their children. They have poor study habits hence they show poor academic performance. A great deal of evidence is present to show the positive correlation between study habits and academic achievement.

Ansari (1980) found that study habits and study attitudes are both significant variables which determine the academic performance of the students. Russell and Petrie (1992) have cited a research study aimed to find out the relationship between study habits and student

attitude and academic performance (cumulative GPA) of college students. Findings of this study indicate a positive correlation between study attitude, study habit and academic achievement. National Assessment of Educational Progress (NAEP) in 1994 conducted a study to find out the relationship between study habits and academic achievement. Findings of the study revealed a positive correlation between study habit and academic achievements of elementary and secondary school students. Onwuegbuzie (2001) also conducted a series of studies to find out relationship between study habits and academic success and reported positive relationship between study habits and academic success. The main objective of the study was to examine the effect of guidance services on students study attitudes, study habits and academic achievement.

### **OBJECTIVES:**

1. To study the effect of guidance services on students study attitudes.
2. To study the effect of guidance services on students study habits.
3. To study the effect of guidance services on the score of various subjects.

### **HYPOTHESES:**

1. There will be no significant difference between experimental and control group on study attitudes with respect to the guidance services provided
2. There will be no significant difference between experimental and control group on study habits with respect to the guidance services provided.
3. There will be positive effect of guidance services on the score of various subjects of Experimental group

### **METHOD AND PROCEDURE:**

The following method and procedure were adopted to conduct the study:

### **SAMPLE:**

Sample of the study was drawn from the 9th graders of Govt. High School, Sector 7 and Sector15, Panchkula. Permission from both the Principals was taken earlier before conducting the study. Since both the schools are hardly 500 meters apart, proper arrangement was made by the researcher to combine the students of both the schools.. Borg and Gall (1983) have suggested that in causal comparative and experimental research, it is desirable to have a minimum of 15 cases in each group to be compared. A group of 30 students was considered manageable for guidance services. Hence research required 60 students, 30 for experimental group and 30 for control group. Four sections, two each from one school from 9th class were selected for the present study. One section from each school out of these four was selected randomly for choosing the sample. The rationale for selecting one full section was that researcher wanted to compare achievement of the experimental and control groups. If the students were drawn from all the sections taught by different teachers, teacher effect would be a confounding variable. To control this effect experimental and control groups were selected from one section. Sixty

students were selected randomly. These sixty students were assigned randomly to the experimental and the control groups.

### **FOLLOWING INSTRUMENTS ARE USED:**

1. Achievement Test: To measure the achievement of students in the subjects of Physics, Chemistry, Mathematics, Biology and English tests were developed. Items were constructed based on the curriculum for 9th class being implemented in the secondary schools. Necessary procedure preparation of specification table, item construction, test validation and item analysis were adopted. Two types of analysis were performed: reliability of test forms and item analysis. Item analysis consists of item difficulty, item discrimination, and effectiveness of the distracters. Item analysis was performed on all items of each test. Reliability of each test was calculated using Kuder Richardson Formula 20 selected for its parsimony and simplicity. All the tests were reliable much beyond the acceptance level.

2. Study Habits and Study Attitude Scale: Study habits and study attitude scales developed by the National Institute of Psychology (NIP), was adopted as pre-test and post-test for both groups.

3. Problem Checklist: Problem checklist developed by National Institute of Psychology (NIP) was used in this study for identification of following problems:

- i) Educational problems,
- ii) Problems related with heads and teachers,
- iii) Problems related with school,
- iv) Personal and social problems,
- v) Problems related with parents, family and relatives.

4. Cumulative Record Card: Cumulative record card prepared by school itself was used in the current study. Cumulative record gives the family background, a brief account of academic record, and detailed information of personality features of the students.

### **RESEARCH DESIGN:**

To study the effect of guidance services on students study attitude and study habits pre-test post-test control group design was used. To study the effect of guidance services on academic achievement of the students in the subjects of Biology, Mathematics, Physics, Chemistry and English. For Post-test only control group design was used.

Treatment Schedule

- Guidance services were provided to the experimental group daily for one session of 40 minutes.
- Fifteen sessions of group guidance were conducted during the study.
- Five meetings with duration of 10 – 30 minutes were arranged with the parents of the experimental group.

There were three variables in the present study i.e. study attitudes, study habits and academic achievements in the subjects of Mathematics, Physics, Chemistry, Biology and English. These variables were measured on three different types of instruments i.e. study attitude scale, study habit scale and achievement test in these subjects. Pre-test and post-test data for two variables, study attitude and study habits were available which enabled the researcher to compute the mean gain scores of both the groups on both variables. Scores on post achievement test in the five subjects were used to compare the achievement of both the groups. Independent sample t-test was run to find the significance of difference between mean achievement scores of both the experimental and the control groups.

**Table 1: Analysis of scores on study attitudes and study habits Scale of**

**Variable**

| Analysis of scores on study attitudes and study habits Scale of Variable | Mean Gain Score |                 | S.D  |         | t-value | df | Sig. |
|--|-----------------|-----------------|------|---------|---------|----|------|
|  | Exp<br>n=30     | Contro<br>ln=30 | Exp. | Control |         |    |      |
| Study Attitude   | 8.88            | 3.87            | 6.83 | 4.45    | 3.023   | 57 | .004 |
| Study Habits   | 7.56            | 1.04            | 8.57 | 8.74    | 2.63    |    | .011 |

**RESULTS;**

This table revealed that the t-value between Experimental and Control group on study attitude with mean 30 is found to be 3-023 which is found to be significant at 0.05 level of confidence there by the hypothesis stating, "There will be no significant difference between experimental and control group on study attitudes with respect to the guidance services provided" stands rejected and shows that There is significant difference between experimental and control group on study attitudes with respect to the guidance services provided It means that there will be an increase in the scores of study attitudes if the energies of the learners are channelized with proper guidance and counseling services and simultaneously there will be also an increase in the academic achievements of the students. Thus, this hypothesis is rejected.

This table also revealed that the t-value between Experimental and Control group on study attitude with mean 30 is found to be 2.63 which is found to be significant at 0.05 level of confidence there by the hypothesis stating, "There will be no significant difference between experimental and control group on study habits with respect to the guidance services provided" stands rejected and shows that There is significant difference between experimental and control

group on study habits with respect to the guidance services provided It means that there will be an increase in the scores of study habits if the energies of the learners are channelized with proper guidance and counseling services and simultaneously there will be also an increase in the academic achievements of the students. Thus, this hypothesis is rejected.

**Table: 2 Difference between the Score of Experimental and control group**

| Academic Achievement<br>the subject | Mean Gain Score |                 | S.D   |         | t-value | Df | Sig.   |
|-------------------------------------|-----------------|-----------------|-------|---------|---------|----|--------|
|                                     | Exp<br>n-30     | Control<br>n=30 | Exp   | Control |         |    |        |
| Math                                | 20.24           | 15.60           | 6.05  | 4.46    | 2.79    | 57 | .007*  |
| Biology                             | 33.52           | 27.90           | 4.19  | 5.79    | 3.19    | 57 | .002*  |
| Chemistry                           | 27.20           | 22.33           | 6.04  | 7.63    | 2.33    | 57 | .017*  |
| Physics                             | 37.68           | 26.29           | 2.98  | 7.10    | 2.12    | 57 | .031*  |
| English                             | 35.56           | 24.16           | 3.42  | 4.02    | 1.18    | 57 | .724** |
| Total                               | 176.28          | 153.66          | 20.82 | 25.47   | 3.40    |    | .001   |

\*Significant at 0.05 level

\*\* Significant at 0.01 level

The table revealed that the treatment has significant positive effect on the academic Achievement in the subjects of Math, Biology, Chemistry, Physics and English. Thus the hypothesis that “There is positive effect of guidance services on the score of various subjects of Experimental group” stands accepted.

## CONCLUSION

From the analysis it is observed that there is significant relationship between study attitudes and study habits of secondary school students. Thus, it is clear that the study attitudes and study habits have positive impact on the academic achievement. Various factors such as method of study, family background, socio-economic status and environment etc are the determinants of study attitudes and study habits and these factors affect academic achievement

## SUGGESTIONS FOR ACADEMICIANS AND PARENTS:

This study recommends that the students should be taught the necessary study skills so that their academic achievement can be greatly improved. The learners should be given proper nutrition, love, care, affection and proper guidance from time to time to feel secure and safe to devote time for their proper career planning. Planning of specific times for study is very important. The

students can show tremendous improvement in their study attitudes and study habits with proper guidance provided to them.

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