

EFFECT OF COUNSELING ON STUDY HABITS: A LONGITUDINAL STUDY

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Abstract: A longitudinal study was done to see the effects of counseling on study habits and attitudes of the students. The research was done on 200 students of class 9th of two public schools situated at Kota (Rajasthan) India and repeated observations of the same variables (Students of 9th class) was observed. Sample of 200 students were divided in two groups experimental (N=100) and control (N=100) and counseling was only given to experimental group students. To measure study habits and attitudes Dr. C.P. Mathur's standardized Test of Study habits and attitudes (TSHA) was administered. At the beginning of the experiment there was no significant difference between the study habits of the controlled and experimental group (students studying in class IX) was found. After two counseling interventions to the experimental group, the difference between the study habits of the experimental group had a positive change and the hypothesis was accepted at 0.10 level of significance. Whereas comparative results between experimental and control group shows a significance difference at 0.05 level of significance. This result establishes the effectiveness of counseling interventions in developing study habits.

Index Terms- Study habits, attitudes, Individual & group guidance & counseling

Introduction

The quality of nation depends upon the quality of its citizens. 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 reflected through academic achievement which is the outcome of study habits and study attitude of the students. Thus, to enhance the quality of education. It is necessary to improve the study habits and attitudes of the students.

Good (1973) defined 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. On the other hand Attitudes are predispositions which have developed through a long and complex process.

Along with study habits, the student's attitude towards education in general, towards teachers, towards family and financial and other supports, his own personal way of expressing his needs, his problems while studying at

home and in school have impact on his academic performance. Therefore, it is imperative to probe into the study habits and attitudes of students.

Objective

To measure the effects of counseling on study habits of secondary level students.

Hypothesis

There is a significant effect of counseling on study habits of secondary level students.

Research Methodology

To measure the effects of counseling on study habits the following research method was employed for the study.

Sample

The research is based on primary data. Which was collected through purposive sampling from two public schools situated at Kota (Rajasthan). The research was done on 200 students. Repeated observations of the same variables (Students of 9th class). Students were divided in two groups one Experimental group (N=100) and second Controlled group (N = 100). Counseling intervention was only given to experimental group students two times in between pre post testing.

Research Design

Longitudinal (Pre-Post experimental) research design.

Experimental Group N=100	At the beginning of IX class Pretesting	Counseling Intervention-I	After Half Yearly exam of IX class	Counseling Intervention-II	In the beginning of X class Post Test
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Control Group N=100	At the beginning of IX class Pretesting	No Intervention-I	After Half Yearly exam of IX class	No Intervention-II	In the beginning of X class Post Test
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Instrument

To measure the study habits & attitudes of students, the standardized test of “Study Habits and attitudes” (TSHA) by Dr. C. P. Mathur’s was used. Which is for school, college and university students, ranging from age 13+ years to adulthood. The test has 60 items divided into 9 areas of study habits and attitudes namely – Attitude towards teachers, Home environment, Attitude towards education, study habits, mental conflicts, concentration, Home assignment, self-confidence and examination. A high score on this test indicates high order of correct study habits and proper attitudes, while a low score shows poor study techniques.

A set of two scoring keys is provided for scoring the responses. Scoring key ‘A’ is meant to score the correct study habits and scoring key ‘B’ to know the items and corresponding areas in which the students needs guidance/counseling.

Statistical Analysis

Descriptive statistics (Mean, Std. deviation) & t- test was calculated to study the difference between experimental group & control group & their respective pre & post test scores.

Results & Discussions

For the purpose of testing the hypothesis statistical tool was employed. The difference of the means between the data of experimental and controlled groups was examined with the help of t-test.

Table 1: Mean, S.D. & t-test Value of T.S.H.A. in Pre-testing of controlled & experimental group.

S.No.	Dependent Variables	N	Controlled Group		Experimental Group		Df	t	Level of Significance
			Mean	S.D.	Mean	S.D.			
1	T.S.H.A	200	31.88	8.17	31.44	8.38	198	0.37	NS

In Table 1 comparative statistical results of T.S.H.A. of controlled and experimental groups at the beginning of the experiment in class IX have been given.

The mean score of T.S.H.A in Pre -testing of controlled group was (31.88) and of experimental group was (31.44).The t-test value obtained was (0.37) which is insignificant and shows that there was no significance difference in the Study Habits and Attitudes between the controlled and experimental group at the beginning of the experiment and they had almost the same level of study habits and attitudes at that time.

Table 2: Mean S.D. & t-test Value of T.S.H.A. in Pre & Post-testing of controlled group.

S.No.	Dependent Variables	N	Class IX		Class X		Df	T	Level of Significance
			Mean	S.D.	Mean	S.D.			
1	T.S.H.A	200	31.88	8.17	30.77	7.93	198	0.98	NS

The statistical results of T.S.H.A of the controlled group's at the beginning of the experiment in class IX and second testing at the beginning of the class X without any counseling interventions have been presented in Table 2.

The mean score of study habits & attitudes in Pre and Post-testing of controlled group was (31.88) and (30.77) respectively and t value is (0.98) which is not significant. So there was no significant increase in study habits & attitudes of controlled group subjects.

Table 3: Mean S.D. & t-test Value of T.S.H.A. in Pre and Post-testing of Experimental group.

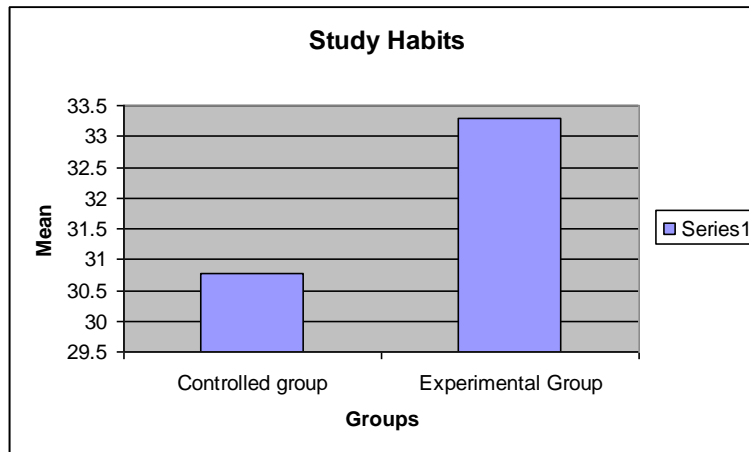
S.No.	Dependent Variables	N	Class IX		Class X		Df	T	Level of Significance
			Mean	S.D.	Mean	S.D.			
1	T.S.H.A	200	31.44	8.38	30.28	7.28	198	1.67	0.1

As per statistical results presented in the Table 3 of the experimental group of the psychological testing in class IX (At the beginning of the experiment) and in class X (after two counselling intervention).

The mean score of T.S.H.A. in Pre and Post-testing of experimental group was (31.44) and (33.28) respectively and the t-Test value obtained was (1.67). This is significant at 0.10 level of significance. The Mean value after I and II intervention in the Study Habits and Attitudes of the experimental group significantly increased and there was a significant change in the study habits and attitudes of the experimental group subjects. It establishes that counselling interventions are effective in bringing positive change in the study habits of the subjects.

Table 4: Mean, S.D. & t-test Value of T.S.H.A. in post-testing of controlled & experimental group.

S.No.	Dependent Variables	N	Controlled Group		Experimental Group		df	t	Level of Significance
			Mean	S.D.	Mean	S.D.			
1	T.S.H.A	200	30.77	7.93	33.28	7.28	198	2.36	0.05



In Table 4 the statistical results of T.S.H.A. of controlled and experimental groups after two counselling interventions has been given which was at the beginning of class X.

The mean score of T.S.H.A in Post-testing of controlled group was (30.77) and of experimental group was (33.28). The t-Test value was obtained (2.36). Which is significant at 0.05 level of significance. There was significant positive increase in the study habits and attitudes of the experimental group after the counseling interventions.

Conclusion

At the beginning of the experiment in class IX, there was no significant difference between the study habits and attitudes of the controlled and experimental group. This results shows that at the time of beginning of the experiment, both the groups had almost same level of study habits and attitudes. After two counselling interventions of the experimental group, the difference between the study habits and attitudes of the experimental group had a positive change and there was difference at 0.10 level of significance. Whereas comparative results between experimental and control group shows a significance difference at 0.05 level of significance. This result establishes the effectiveness of counselling interventions in developing study habits and attitudes which certainly contributes in academic achievement.

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