

Role of Counselling on Study Skills among Secondary School Students

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ABSTRACT

The basic objective of this research is to assess the effect of counselling on study skills among secondary school students. In this study Sample consist of 120 students divided into 60 girls and 60 boys. 9th class students chosen from school of Kota city for this study. Random sampling method was used to collect the data. To assess the level of study skills, habit and attitude C.P Mathur test used. Mean, SD and t-test used for statistical analysis of data. Result found that there is no difference between boys and girls this study also found that counselling plays a significant role in study skills of secondary school students.

Keywords: *Study Habits and Attitudes, Secondary students, Academic achievement*

In the field of education, the academic performance is their ultimate goal for individual's success. Roya Sherafat (2016) in this competitive world everybody needs a good academic achievement. Dr. Vijay Laxmi (2017) academic achievement is most important factor for students to get successful. Good (1974) defines that academic achievement is the based-on exam scores which is expressed in the form of good scores. Good academic achievement is an outcome of great efforts by teacher and parents. for better academic achievement there are many factors which effects the quality of study and achievement of student such as intelligence, personality, socio economic, home environment, emotional intelligence, study skills etc. in these factors study skills, habit and attitude play a major role to improve in achievement of the student. Study skills of the student, attitude and habit in their study it is very important because it further influences their academic performance. Academic achievement of the students is also depending on study habits and attitudes of student towards school Dr. Vijay Laxmi (2017) individual's find difference in academic achievement because of difference in their study habits or skills because study skills help in organize and process of information in a learning.

Learning is depending not only on what we are learn important is how we are Learn. S. karka (2007) Acc. To 'introduction of psychology' habits is learned behavior which save time and energy to complete any tasks which helps in students' academic achievement (Dr. Lallianzuali Fanai) study habit is a way of systematic and efficient learning. According to Adeyemo (2005) study habit is a pattern of activity that is well planned towards

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understanding academic subjects. Mathur (2002) explained the areas of Study Habits and Attitudes as:

1) Attitude towards teachers 2) Home environment 3) Attitude towards education 4) Study habits 5) Mental conflict 6) Concentration 7) Home assignment 8) Self- confidence 9) Examination. These areas include personal, mental, family and school factors in determining study habits and attitudes among students. Edoh and Alutu (2012) assess the relation between academic performance and study skills that a student cannot be success without good study habits. Apart from many studies found good relation between academic achievement and study skills.

Roya Sherafat¹, C. G. Venkatesha Murthy^{2*}(2016) study habit is found to be an important correlate of academic achievement. Dr. Vijay Laxmi (2017) good study habit will definitely produce positive academic performances and achievement and also inefficient or poor study habit leads to academic failure. Many studies conducted to analyze gender difference between academic achievement and study skills and attitude. Dr. Vijay Laxmi, Puneet Kaur (2017) no significant differences is Study Habits and attitudes of Secondary school students with respect to gender. Madhu Ashok garage and Lata L. Pujar (2015) age, gender and standard has no significant influence on study habits of children.

Dr. Lallianzuali Fanai¹& Esther Lalrinngheti² (2016) Result showed that there was no significant between male and female B.Ed. students. The study also revealed that most of the students fall under the category of satisfactory and poor Study Habits and Attitudes.

Objectives

1. To see the effect of counselling on study skills among secondary school students.
2. To see the gender difference on study skills among secondary school students.

Hypothesis

- The counselling intervention will have positive effect on study skills among secondary school students.
- There will be gender difference in study skill among secondary school students.

METHODOLOGY

Sample

120 students of 9th class ranging between 14 to 16 years of age. There were 60 girls and 60 boys selected through purposive sampling from a two schools of Kota city.

Variables

- Dependent Variable: study skill
- Independent Variable: Counselling, Gender

Research Design

Pre-Post experimental research design was used for this research (N=120)

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Research Plan

Experimental Group (N=120)	At the beginning of IX class Pre testing	Counselling Intervention-I	After the half yearly exams of 9 th class	Counselling Intervention -II	IX class final result Post test
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Statistical Techniques

For the present study statistical techniques Mean, standard deviation, t-test and correlation will be used to analyse the data.

Procedure

After giving questionnaire, purpose, rules and procedure of the study was explained to the subjects and the responses sheets were collected back after the allotted time.

Description Of Test Used

Study Skills, Habits and Attitude (TSHA)

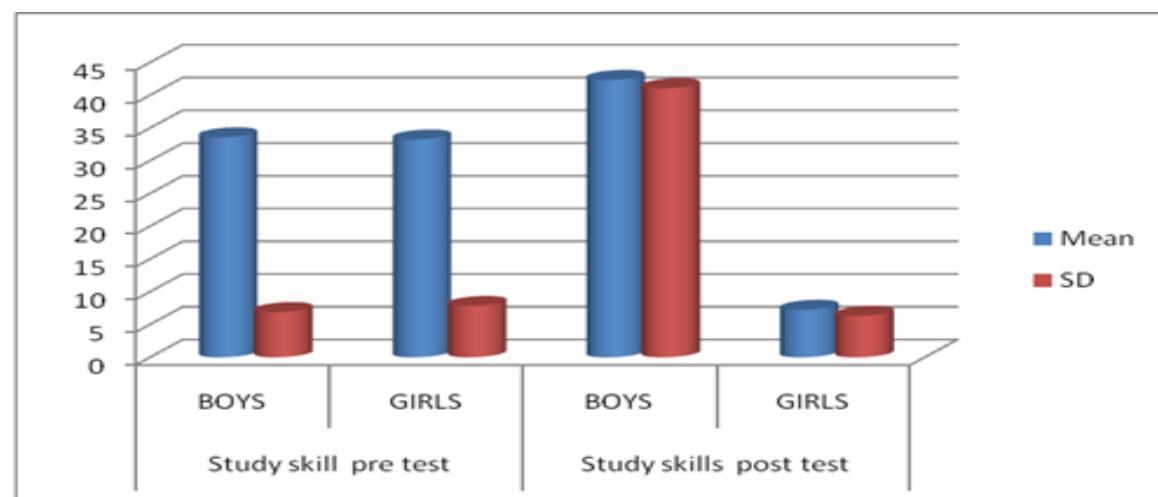
Test of Study Habits and Attitudes developed by Dr. C.P. Mathur was used to know the study habits of the students. it seeks to discriminate between good and poor study techniques of students. This test is based on nine major areas of the study techniques, habits and attitudes, this test contains 60 items seeking responses in 'yes', doubtful 'and 'no'.

RESULTS

Table – 1 (a) Gender Difference of Study Skills in Pretest and Post Test

S.NO	Study skills pre test						Study skill post test			
		N	mean	SD	p-value	Level of significance	mean	SD	p-value	Level of significance
1	BOYS	60	33.58	6.9	0.97	Not significant	42.35	7.25	0.3	Not significant
	GIRLS	60	33.25	7.84			41.08	6.3		

Table 1 (a) On the basis of above table the statistical analysis of data boys and girls mean score of study skills and attitude p score was 0.97,0.30 in pre and post testing respectively. The value was not significant which means there was no significant difference between girls and boys study skills and attitude in pre and post testing.



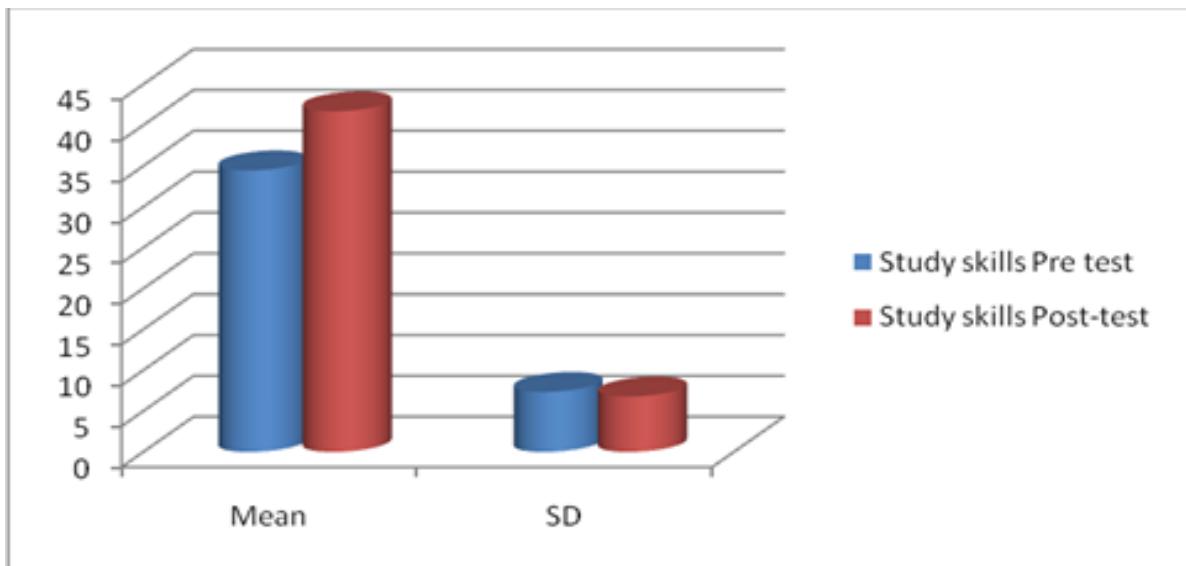
Graph – 1 (a) Gender Difference of Study Skills in Pretest and Post Test

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Table-2 (b) Mean, SD & t Test Value of Study Skills Pretest and Post Test

S.NO	Dependent variable	N	Pre test		Post-test		p-test	Level of significance
			Mean	SD	Mean	SD		
1	Study skills	120	34.47	7.35	41.71	6.79	0.00	Significant

In Table 2 (b) comparative statistical analysis of study skills and attitude mean score was 34.47,41.71 in pretest and post testing respectively and p-test value 0.00 was significant, which shows that there was a significant difference in study skills pre-testing and post-testing.it means study skills and attitude can be improved by guidance and counselling.



Graph 2 (b) Mean, SD & t Test Value of Study Skill in Pretest and Post Test

Findings

- Boys and girls were having no significant difference in their study skills.
- There was significant difference in pre and post testing which means counselling played a positive role on study skills and attitude.

CONCLUSION

The present study reveals that there is no gender difference in their study skills, habit and attitude among students. This study also revealed that counselling plays a significant role in study skills.

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Conflict of Interest

The author(s) declared no conflict of interest.

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