

**EFFECTIVENESS OF ECLECTIC COUNSELLING APPROACH  
TO IMPROVE STUDY HABITS AND ACADEMIC  
PERFORMANCE OF SCHOOL CHILDREN**

Thesis Submitted for the Award of the Degree of

**DOCTOR OF PHILOSOPHY  
in  
PSYCHOLOGY**

**By**

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## **DECLARATION**

I do hereby declare that the thesis entitled “**EFFECTIVENESS OF ECLECTIC COUNSELLING APPROACH TO IMPROVE STUDY HABITS AND ACADEMIC PERFORMANCE OF SCHOOLCHILDREN**” submitted in partial fulfillment of the requirement for the award of the PhD degree is entirely my original work and all ideas and references have been duly acknowledged. It doesnot contain any work that has been submitted for the award of any other degree or diploma of any university.

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## CERTIFICATE

This is to certify that **Ms. Jasgeet Kaur, Regd. No. 41600102** has completed her thesis entitled **“EFFECTIVENESS OF ECLECTIC COUNSELLING APPROACH TO IMPROVE STUDY HABITS AND ACADEMIC PERFORMANCE OF SCHOOL CHILDREN”** under my guidance and supervision. To the best of my knowledge, the present work is the result of her original investigation and study. No part of the thesis has been submitted for any other degree or diploma to any other university. The thesis is fit for submission for the partial fulfillment of the requirements for the award of PhD degree.



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## **ABSTRACT**

*The present study was conducted to know the effectiveness of Eclectic counselling approach to improve study habits and academic performance of school children. The use of an experimental method to attain the study's goal was deemed appropriate. Eclectic counselling was given as a treatment to identify the differences in the pre-test and post-test phases. Besides that, a comparison of the effectiveness of eclectic counselling was conducted among male and female students, as well as between the experimental and control groups. In order to acquire exact and relevant data, the descriptive method and inferential statistics were used in this study. The study consisted of a sample of 120 school students between the age group of 13-16 years, selected through purposive sampling technique from the Ludhiana city of Punjab. The objectives of the study were to identify the differences in the experimental and control group before and after intervention, to identify the gender differences before and after intervention and to identify the effectiveness of eclectic counselling in improving study habits and academic performance of school children. For measurement a 46 item study habits scale devised by Dimple Rani and Dr. M.L.Jaidka (2015) and a 25 items self -designed academic performance questionnaire were used for assessment purpose. Further, eclectic counselling was done to examine whether any change was identified in study habits and academic performance after counselling. The investigator used quantitative techniques like Pearson Correlation, Regression and t-test for data analysis and for getting results. The research's findings revealed that most students had average study habits and that their academic achievement was over 50%. The findings showed no significant difference in study habits and academic performance of experimental and control groups before intervention, however significant differences were found in study habits and academic performance of experimental and control groups after intervention. The correlational analysis demonstrated a favorable relationship between study habits and academic achievement; also it is found that study habits predicts only 2% of academic performance.*

**Keywords:** *Academic Performance, Eclectic Counselling, Study Habits, School Students*

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## ABBREVIATIONS

|       |   |
|-------|---|
| ANOVA | Analysis of Variance                                  |
| APA   | American Psychological Association                    |
| APGA  | American Personnel and Guidance Association           |
| CBSE  | Central Board of Secondary Education                  |
| CBT   | Cognitive Behaviour Therapy                           |
| CGPA  | Cumulative Grade Point Average                        |
| DSM   | Diagnostic and Statistical Manual of Mental Disorders |
| GPA   | Grade Point Average                                   |
| ICD   | International Classification of Diseases              |
| IQ    | Intelligence Quotient                                 |
| LASSI | Learning and Study Strategies Inventory               |
| NVGA  | National Vocational Guidance Association              |
| RCI   | Rehabilitation Council of India                       |
| RET   | Rational Emotive therapy                              |
| SAT   | Scholastic Assessment Test                            |
| S-R   | Stimulus-Response                                     |
| TA    | Transactional Analysis                                |

## LIST OF TABLES & GRAPHS

| S.NO       | DESCRIPTION   | PAGE NO. |
|------------|---|----------|
| Table 4.1  | Distribution of adolescent's scores based on variables used in study  | 74       |
| Figure 4.1 | Distribution of adolescent's scores based on variables used in study  | 76       |
| Table 4.2  | Mean differences in Study Habits among school children before and after intervention in experimental group with respect to gender         | 77       |
| Figure 4.2 | Mean differences in Study Habits among school children before and after intervention in experimental group with respect to Gender         | 78       |
| Table 4.3  | Mean differences in Academic Performance among school children before and after intervention in experimental group with respect to gender | 78       |
| Figure 4.3 | Mean differences in Academic Performance among school children before and after intervention in experimental group with respect to gender | 79       |
| Table 4.4  | Mean differences of Study Habits of Control and Experimental group before Intervention  | 79       |
| Figure 4.4 | Mean differences of Study Habits of Control and Experimental group before Intervention  | 81       |
| Table 4.5  | Mean differences of Academic Performance of Control and Experimental group before Intervention  | 81       |
| Figure 4.5 | Mean differences of Academic Performance of Control and Experimental group before Intervention  | 82       |
| Table 4.6  | Mean differences of Study Habits of Control and Experimental group after Intervention   | 82       |
| Figure 4.6 | Mean differences of Study Habits of Control and Experimental group after Intervention   | 83       |
| Table 4.7  | Mean differences of Academic Performance of Control and Experimental group after Intervention   | 84       |

|            |   |    |
|------------|---|----|
| Figure 4.7 | Mean differences of Academic Performance of Control and Experimental group after Intervention | 84 |
| Table 4.8  | Relationship between study habits and academic performance among school children              | 85 |
| Table 4.9  | Prediction of study habits on academic performance  | 86 |





**CONTENTS**

| <b>Chapter No</b> | <b>Title</b>                        | <b>Page No</b>     |
|-------------------|-------------------------------------|--------------------|
| <b>I</b>          | <b>Introduction</b>                 | <b>1-31</b>        |
| <b>II</b>         | <b>Review of Related Literature</b> | <b>32-59</b>       |
| <b>III</b>        | <b>Methodology &amp; Procedure</b>  | <b>60-73</b>       |
| <b>IV</b>         | <b>Results &amp; Discussion</b>     | <b>74-87</b>       |
| <b>V</b>          | <b>Summary &amp; Conclusion</b>     | <b>88-99</b>       |
|                   | <b>References</b>                   | <b>100-114</b>     |
|                   | <b>Appendices</b>                   | <b>i-xxii</b>      |
|                   | <b>Publications</b>                 | <b>xxiii-xxv</b>   |
|                   | <b>Certification</b>                | <b>xxvi- xxvii</b> |

## **CHAPTER- I**

### **INTRODUCTION**

- 1.1. Introduction to Counselling
- 1.2 Origin of Counselling
  - 1.2.1 Emergence of Psychotherapy
  - 1.2.2 Emergence of Counselling
  - 1.2.3 Emergence of Counselling in India
- 1.3 Existing Counselling Models
- 1.4 Techniques of Counselling
- 1.5 The Efficiency of Counselling sessions
- 1.6 Counselling in Educational Sector
  - 1.6.1 School Counselling in India
- 1.7 Counselling and Study Habits
  - 1.7.1 Introduction to the concept of Habits
  - 1.7.2 Formation of Habit
  - 1.7.3 Neuroscience of Habit Formation
    - 1.7.3.1 The Habit Loop
    - 1.7.3.2 Characteristics of Habit
- 1.8 What are Study Habits?
  - 1.8.1 Classification of Study Habits
  - 1.8.2 Importance of Study habits for the students
  - 1.8.3 Study Techniques as a part of effective study habits
  - 1.8.4 Planning as a part of study habit
  - 1.8.5 Developing Effective Study Habits
- 1.9 Academic Performance
  - 1.9.1 Factors Affective Student`s Academic Performance
- 1.10 Study Habits and Academic Performance
- 1.11 Theoretical background for Eclectic Counselling to enhance Study Habits and Academic Performance
- 1.12 Impact of Counselling on Study Habits and Academic Performance

**CHAPTER- II**  
**REVIEW OF RELATED LITERATURE**

- 2.1 Review on Study Habits
- 2.2 Review on Academic Performance
- 2.3 Psychosocial Factors affecting study habits and academic performance
- 2.4 Role of Counselling in Educational Sector
- 2.5 Summary of the Review
- 2.6 Significance of the study
- 2.7 Operational Definition

**CHAPTER- III**  
**METHODOLOGY & PROCEDURE**

- 3.1 Introduction
- 3.2 Problem of the study
- 3.3 Objectives of the study
- 3.4 Hypotheses
- 3.5 Research Design
  - 3.5.1 Experimental Research Method
    - 3.5.1.1 Types of experimental designs
- 3.6 Research design Used
- 3.7 Research Method used
- 3.8 Variables adopted for the present study
- 3.9 Measuring tools used in the present study
  - 3.9.1 Description of Tools
- 3.10 Summary of Eclectic counselling used in the research
- 3.11 Procedure of the study
  - 3.11.1 Duration of Counselling Sessions
  - 3.11.2 The Steps of Counselling
- 3.12 Pilot Study
- 3.13 Sampling Design
- 3.14 Sampling Technique
- 3.15 Summary

**CHAPTER- IV**  
**RESULTS & DISCUSSION**

- 4.1 Descriptive Analysis
- 4.2 Inferential Analysis
- 4.3 Correlational Analysis
- 4.4 Regression Analysis
- 4.5 Summary

**CHAPTER- IV**  
**SUMMARY & CONCLUSION**

- 5.1 Research Design
- 5.2 Objectives of the Study
- 5.3 Hypotheses
- 5.4 Variables adopted for the present study
- 5.5 Instruments employed in the present study
- 5.6 Participants
- 5.7 Statistical analysis
- 5.8 Summary of findings
- 5.9 Delimitations of the study
- 5.10 Limitations of the study
- 5.11 Implications of the study
- 5.12 Suggestions for future research
- 5.13 Conclusion

*Chapter-1*  
*Introduction*



# CHAPTER I

## INTRODUCTION

### 1.1 Introduction to Counselling

People need counselling at various points in their lives, and frequently that counselling is given by someone who is less qualified and has no understanding of what counselling actually entails. Counselling, on the other hand, refers to a scientific process of helping someone who genuinely needs it, and it is kind of an aid that is provided by a professionally qualified person who has the required qualifications psychological skills to do so (Koottiyaniyil, 2010).

Reber, Allen and Reber (2009, p. 162) “Counselling is a generic term that is used to cover the several processes of interviewing, testing, guiding, advising etc, designed to help an individual solve problems, plan for the future etc.”

Therefore, the process in which two people interact with one another with the primary goal of coming up with solutions to the problem is referred to in the conceptual definition of counselling. As a result, it is necessary that counselling be provided by a qualified professional who has experience and is able to employ various counselling techniques with each client.

Perez (1965) has defined counselling as an “interactive process of confirming the counselee who needs assistance and the counsellor who needs assistance and the counsellor is trained and educated to give this assistance.”

Carl Rogers (1966) one of the pioneers in the field of counselling and psychotherapy defined counselling as “the process by which the structure of the self is relaxed in the safety of the client’s relationship with the therapist and previously denied experiences are perceived and then integrated in to the altered self.”

The Oxford English Dictionary (2018) states that counselling is “the provision of professional assistance and guidance in resolving personal or psychological problems.” Counselling often places importance on helping and guidance in attempt to resolve problems (Reeves, 2018).

The most important component of counselling is that it is frequently given by someone who is reliable but who does not fall under the categories of a friend, family member, or coworker.

Counseling is a successful process that develops over time with a number of methodical processes and procedures. Major counselling tenets include respect for the person, acceptance, tolerance, and the counselor's competency (Pal, 2007). For someone receiving counselling, qualities like empathy, nonjudgment, and understanding others are incredibly helpful (Pattison et al., 2007).

Counselling has a detailed history and has undergone various changes since the time it has gained importance.

## **1.2 Origin of counselling**

Each culture has a unique way of helping their people overcome various emotional, psychological and behavioural problems, hence counselling has been an important essence in all societies, therefore, it becomes important to identify how counselling has undergone changes since its origin (McLeod, 2013). As a kind of emotional support and self-development, counselling emerged in western industrial nations and was seen as a therapeutic technique that is unique to western cultures, therefore, counselling can be traced back to 18<sup>th</sup> century but a major shift in the field came after Industrial revolution that brought a change in the ways of living and thinking from traditional approach to a more modern one, not only this, a major change also came with the way the needs of people were responded earlier was mainly dealt from the religious perspective. The advent of Industrial revolution led to an impact on the social lives of the individuals hence, creating a need for new sources of help, guidance and support for solving the confusions faced by the individuals which led to the development of an area described as “counselling” and a parallel field known as “psychotherapy”.

Counselling in the Indian context dates back to as early as 2500 BCE, in the Vedas, and contains the very essence of the counselling and psychotherapy as we know it today, however, the nature of the objectives, resources, and connections between assistance seekers and aid providers has changed over time. Up until very recently, counselling was not a specialised service provided by a qualified professional in India. This does not imply



that there was no counselling service provided. All of what is now referred to as "counselling" was a part of a vast network of social connections. This connection is best exemplified by the ancient guru- shishya (teacher-disciple) parampara (tradition), in which the guru (or elder) was charged with "forming" and "shaping" the lives of students. This venerable institution's prominent standing

has slowly deteriorated and been lost over the years. Today, everyone is confused by the perplexing changes that have swept this old region, whether they are adults or children, parents or teachers, students or teachers.

The Ashrama system, for instance, provides some of the earliest descriptions of developmental phases. This historical definition offers guidance for carrying out particular tasks and professional activities as one advances through the stages of life by taking a life-span perspective. Wealth creation and the pursuit of individual success are referred to as life duties. The most important thing to keep in mind is that these activities are characterised as fitting within a certain stage of the person's growth and development. It is anticipated that after its aim has been achieved, the obsession with self-interest and pleasure would fade. Having additional goals and aims is a description of living life to the fullest. The person is supposed to transcend past material and bodily wants and develop beyond them in order to realise other, higher, spiritual sides of themselves.

The Triguna theory, which dates back to 600 BC and holds that human personalities are made up of three characteristics or gunas "Sattwa, Rajas, and Tamas", could be characterised as a three-factor explanation of personality types. This served as the foundation for directing young people into occupations that would best suit them, emulating what we would now refer to as career counselling (Arulmani, & Nag-Arulmani, 2004). The Bhagavad Gita, which was authored in 200 BC, one of the earliest examples of the impact of cognitions on emotions and behaviour can be found in this writing, which also describes interaction between a confused and anxious military leader named Arjuna and his spiritual guide, Lord Krishna. It also describes how counselling could help reorient a person to deal with life's challenges, (Kuppuswamy, 1985)..

The history of professional counselling in India is covered over the course of three key periods: ancient Bharata, named for the legendary king; medieval Hindustan; and contemporary India. Indian healing practises can be divided into three main categories:

shamanism, spirituality, and science. These three main healing philosophies might be seen as distinct, occasionally complementary approaches to mental health, (Jain & Sandhu, 2015).

A discussion of the broader philosophical questions that underpin psychology as a science must be positioned within an examination of the evolution and current state of counselling psychology in India. This discussion must specifically mention the contributions of traditional Indian psychology, with its intuitive and experience-based methodology, and Western psychology, with its scientific orientation, (Jain & Sandhu, 2015).

### **1.2.2 Emergence of Psychotherapy**

The earliest known historical account on the emergence of psychotherapy can be traced back to the years of 1800-90 (Schull, 1979, as cited from McLeod, 2013). As the population increased in the areas of Europe, people left more of land and rural areas and came to the cities to work in the factories, resulting in a marked shift whereby changes in the family system were observed from a slow paced rural life to a more fast paced and fragmented family system observed in the urban areas, therefore, there was a need to look after the old, poor and the insane, hence leading to the establishment of the asylums in the city of the mid-18<sup>th</sup> century of Europe.

After the 1845 Asylums act was passed in Britain, there was an increase in the number of publicly run asylums all over the Europe. The initial asylums thus established did not give much importance to the therapeutic interventions and the conditions of the lunatics and insane were pitiable. There were few asylums for e.g. Tuke at the York Asylum did focus on what they called as the “Moral Treatment”.

With the coming of the 19<sup>th</sup> century more scientific advancements were witnessed which further created a way for more understanding of the abnormal behaviour (Cooter, 1981, as cited from McLeod, 2013), experiments were done with different types of treatments e.g. Application of Electricity, Turkish baths and hypodermic injections of Morphine.

As the 19<sup>th</sup> century approached towards its end the specialisation of psychiatry along with other fields of medicine were developed which even included a methodical way of classification of psychiatric disorders as devised by Kraepelin, Bleuler etc., moreover,

during this period the position of the field of psychiatry had become dominant as it focused on the care of people who were often termed as “mentally ill”, as a result, there emerged a discipline that gave rise to another specialisation namely “psychotherapy” that emerged as a discipline from the combinations of medicine and psychiatry. The earliest evidence of psychotherapy can be traced back to 1887, when a clinic of “Suggestive Psychotherapy” was opened in Amsterdam by a group of Physicians who called themselves as psychotherapist (Ellenberger, 1970, as cited from McLeod, 2013).

Another phenomenon that was of utmost importance in the European medical profession in 19<sup>th</sup> century was “hypnosis”, which was originally identified by the forerunners of “Animal Magnetism” namely Johann Joseph (1721-1779) and Fran Anton Mesmer (1734-1815), who, used hypnotism as an anaesthetic during surgical procedures. It was during the 1880`s that French psychiatrists Charcot & Janet used hypnosis as an experimental means to treat “Hysteria”. Since, then hypnosis has become an important aspect also plays an influential role in the field of counselling and psychotherapy today. The concept of “rapport” and access to unconscious mind are those important concepts which are still prevalent.

It was after Sigmund Freud that hypnosis transited to psychotherapy, when he developed his own techniques of free association and dream analysis which eventually became a pivotal point in the emergence of psychotherapy.

Psychotherapy and counselling became more generally available only following the use of psychoanalysis in the United States (McLeod, 2013).

### **1.2.3 Emergence of Counselling**

Counselling a fairly new occupation was established in the late 1890`s and early 1900`s. Till 1900`s counselling was more of guidance or giving a piece of information, however, it was in the United States, during the mid-to-late 1800s, that counselling arose as a societal concern for assisting persons who were negatively impacted by the industrial revolution. (Aubrey, 1983, as cited in Gladding & Batra, 2007).

Counselling arose amongst a socially tumultuous time that overlapped with the ending of one century and the rise of the another one, this also included a time that showed a radical shift that led to a significant change in the way people perceived themselves and others. (Ginter, 2002, as cited in Gladding & Batra, 2007).

Counselling in the early 1900's was still in its infancy, however, during this time three major figures emerged as the pioneers in the advancement of counselling namely: Frank Parsons, also known as "founder of guidance", who based his research mainly on the growth and prevention.

He was famous for setting up the Boston Vocational Bureau in 1908 which became a turning point for making vocational guidance institutionalized where majority of work was done with those who were involved in career decision making.

Second major pioneer Jesse Buttrick Davis who was the first to establish a structured guidance programme for public schools (Brewer, 1942, as cited in Gladding & Batra, 2007), he believed that with the help of proper guidance one can help to properly cure the ills of American society.

Clifford Bears, another major pioneer of the development of counselling, brought to light the deplorable conditions of mental hospitals and campaigned for improved mental health facilities.

His participation sparked the mental health movement in the United States. His work was also a trailblazer in mental health therapy (Gladding & Batra, 2007).

During 1910's three major events had impacted the development of counselling. The first being the formation of "***National Vocational Guidance Association (NVGA)***" established in the year 1913, and was significant as it became an organization that provided guidance literature and brought together those with a passion for career counselling. The second event being the "***Smith-Hughes Act***" also named as "***National Vocational Education Act***" adopted in the US in 1917 which was passed with a purpose of providing federal aid to the states for promoting precollegiate vocational education (Steffes, 2014). World War I became the third major event in the development of counselling as testing was employed for the placement of many military personnel (Hollis, 2000, as cited in, Gladding & Batra, 2007). During this time the Army commissioned various psychological tests more popularly being the "***Army Alpha and Army Beta intelligence tests***" after which psychometrics became a popular and formed the basis of counselling (Gladding & Batra, 2007).

The “Great Depression” of the 1930’s had a great impact on the researchers and practitioners whose major emphasis was to develop supporting approaches and techniques for counselling that were related to the job. The emergence of the first theory of counselling by E.G. Williamson and his colleagues was the highlight of the decade. His emphasis on direct, counsellor-centered approach mostly focused upon counsellor’s teaching and influencing skills. According to Williamson, the counsellor’s primary responsibility was to identify a client’s shortcoming, such as lack of knowledge or skills, and then offer a solution to the problem. Williamson’s presence had influenced the field of counselling for the next coming decades (Williamson & Biggs, 1979, as cited in, Gladding & Batra, 2007).

During the 1940’s the practice of counselling shaped radically after Carl Roger’s book *“Counselling and Psychotherapy”* got published in 1942 in which he challenged the counsellor centered approach and emphasized upon the importance of client advocating non- directive approach. In Roger’s view the clients were responsible for their own growth, which required the clients to know themselves better and be more congruent with themselves. Roger viewed counsellor as a helper who was non-judgemental and accepting. World War II increased the need of counsellors and psychologists who were required by the U.S government to help find and train military and industrial experts (Gladding & Batra, 2007).

The 1950’s can be considered as the most influential decade for the counsellors (Aubrey, 1979, as cited in Gladding & Batra, 2007) as during this time certain events like the establishment of “American Personnel & Guidance Association (APGA)”; the establishment of “Society of Counselling Psychology” under “American Psychological Association” (APA) took place which changed the course of counselling. Along with that, various new theories of counselling emerged such as Joseph Wolpe’s Systematic Desensitization, Rational Emotive Therapy by Albert Ellis, Eric Berne’s Transactional Analysis among others grew.

During 1960’s humanistic counselling theories of Abraham Maslow emerged, also, counselling switched its focus from one-on-one contacts to small group interactions. Behavioural counselling also grew during this period. The Community Mental Health Centres Act of 1963 enabled the development of community mental health centres where alcohol misuse and addiction counselling were offered. The period of 1970’s to 1990’s saw

further development in counselling. The current trends of 21<sup>st</sup> century saw emphasis on certain topics and issues that changed with the needs and clients of the society. Poverty, homelessness, trauma, loneliness etc. captured counsellor's attention with this new century. Therefore, the history of counselling shows the interdisciplinary nature of counselling and ideas from innovators like Carl Roger's, E.G. Williamson etc. have contributed to this profession.

#### **1.2.4 Emergence of Counselling in India**

India, being the most ancient and the oldest civilisation is not new to help seeking behaviours. Counselling and psychotherapy as we know them today had their origins in the Vedic period. (Jain & Sandhu, 2015).

Counselling as an organised activity is quite new in the Indian scenario, although, in the western developed countries it is quite well known. Looking at the historical evolution of counselling in India, the first professional counsellor can be called as Lord Krishna, as he used Updeshas from the Gita to counsel Arjuna by removing all his doubts and fears and teaching the mankind the meaning of life and death, self-realization, protecting the weaker sections of the society from injustice etc. therefore, counselling is not new to the Indian context and has been here since ages. But, counselling as an organised activity can be attributed to the origin of the counselling movement in India and can be traced all the way back to the origins of psychology in India, which starts with the establishment of first psychological laboratory in India in 1915 at the Calcutta University. In 1914 at Bombay University, Baltiboi Vocational Guidance Bureau was established. In 1945, Department of Psychological Services and Researchers was established at Patna University with the aim of providing personal and vocational guidance to students. In 1947, the Bureau of psychology at Allahabad was established, by 1950's various workshops and seminars were held in Delhi which led to the decision of forming "All India Educational and Vocational Guidance Association" (Goswami, 2016).

Further, in 1954, Ministry of Education established the "Central Bureau of Educational and Vocational Guidance" which focused upon production and distribution of tools and aids, establishing technical assistance in the state's educational and vocational guidance bureaus, educating all guidance staff, and preparing manuals for dealing with educational and vocational guidance, careers and occupation. This bureau is presently under "National

Council of Educational Research and Training” (Goswami, 2016).

Further, State Bureau of Educational and Vocational guidance was established and performed functions like organisation of sample group guidance activities for few schools, collection of occupational information and production of information material, training of guidance workers etc. Also, few acts and policies pertaining to the guidance and counselling have also been implemented, some of them being “Rehabilitation Council of India Act, 1992” which provides for professional rehabilitation training and the upkeep of a rehabilitation centre registry. “Equal Opportunities Act, 1996” which provided disability certificate including assessment and evaluation of various disabilities and the “Secondary Education Commission (1952-53)” of education which was the first commission in Independent India also known by the name of “Mudaliar Commission”, recognised the importance of proper guidance for students as a part of their education. “The Education Commission” (1964-1966) extended the scope of guidance services beyond educational and vocational guidance (Goswami, 2016).

### **1.3 Existing Counselling Models (Corey, 2009)**

Counselling models offers a structure for the counsellor to view the client’s action, thoughts and emotions to help them manage the client’s path from diagnosis to post treatment. The current models of counselling are Psychodynamic, Existential, Humanistic, Client-centred, cognitive behaviour therapy. All these models provide practitioners a way to identify how their clients are thinking, feeling and doing.

- a) **Psychoanalytic Therapy:** - A model of counselling which had Sigmund Freud as its main proponent and the theory that focuses upon the unconscious factors that motivate the behaviour of the individual. The task of counsellor following the psychoanalytic approach is to identify the unconscious motives and desires and help the client to work out through them.
- b) **Behaviour Therapy:** - Behaviour therapy as a counselling model applies the principles of learning to the resolve behavioural problems. With Albert Bandura, B.F. Skinner being the main proponent, a counsellor following the behavioural model of counselling will address the problems of the client through techniques like behaviour modification, reinforcement, token economy etc. The methods of this counselling approach usually gets modified very often.

- c) **Existential therapy:** - This therapeutic approach focuses on human circumstances such as freedom, responsibility for one's own life and self-determination. Counsellors working with the clients using this approach generally focus on person-to-person therapeutic relationships. Main proponents of this approach namely Victor Frankl, Rollo May etc. have focused on trying to find the meaning and existence of the life.
- d) **Gestalt Therapy:** - With the founders being Fritz and Laura Perls, this experiential therapy focuses on the awareness and integration of the functioning of the mind and body. In this approach to counselling the counsellor helps the client to gain awareness of what they are experiencing in the here and now by taking an active role.
- e) **Client-Centered Therapy:** - Also known as person centered therapy this approach to counselling has its roots in the humanistic psychology. Founded by Carl Rogers in the 1940's this approach to counselling allows the counsellor to have faith. It delegates responsibility for dealing with client's own problems and concerns without active intervention or guidance from the counsellor.
- f) **Cognitive Behaviour Therapy:** - Main proponents being Albert Ellis and Aron.T.Beck, the counsellor adopting this approach focuses on the faulty pattern of thinking and belief system which causes various personal problems to the client and addresses the same.

#### 1.4 Techniques of Counselling

The major techniques to counselling can be divided into: -

- (a) Directive Counselling,
- (b) Non-Directive Counselling and
- (c) Eclectic Counselling approach.

These three major techniques depend upon the role that the counsellor takes with the client in the counselling process.

**(a) Directive Counselling:** - This technique of counselling advocated by E.G. Williamson is that counselling is possible only when an individual can gather data which can form the basis of an adequate diagnosis of the problem. This technique of counselling sees the counsellor as playing an active role with counselee being a relatively passive participant,



although it is the counselee who has to arrive at the solution by himself rather than the counsellor forcing the solution upon him. Directive counselling has the following main features: -

- i. The role of the counsellor is important
- ii. Possible solutions to the problem are suggested by the counsellor himself
- iii. The counsellor convinces the counselee through repeated explanation regarding the suitability of the solution

**(b) Non-Directive Counselling:** - Non-directive counselling, an approach to solving the problems of the individual is mostly client centric in which the main focus lies on the client and his ability to solve his own life problems. Advocated by Carl Rogers, this approach of counselling allows the counselee to accept responsibility for his/her own life. A client centred counsellor believes in the client's own potential to solve his/her own life problems. In this approach the counsellor does not direct the counselee regarding the solution to the problem rather encourages himself to generate possible solutions and alternatives. (Koottiyaniyil, 2010)

**(c) Eclectic Counselling:** - Eclectic counselling refers to a therapeutic approach that includes various techniques and philosophies, also, it is one of the best treatment programmes for the client's individual demands. Chiefly, advocated by F.C.Thorne, it incorporates the combination of directive and non-directive approach to counselling. This therapy's major purpose is to assist the client as soon and effectively as feasible. As this approach to counselling follows a combination of both directive and non-directive, therefore, the counsellor neither acts as an active agent of the directive counselling nor a passive agent of non-directive approach. All in all, the counsellors follow the middle path focusing on the therapeutic requirements of the client.

The counsellor's primary responsibility is to help people with the proficiency and competency of the technique that the counsellor uses on his client. The benefit of the counselling session is assessed by not the method of counselling but by the skill it is used.

The evaluation of the client's needs and personality is the first step in the eclectic therapy process. The strategies that will benefit the client are picked, on the basis of this the counsellor chooses a strategy i.e. directive or non-directive whichever is ideally suited to the

case and may turn to a non-directive therapy and vice versa. The counsellor seeks to customize the technique to the individual's and situation's needs.

Eclectic counselling is based on being able to use a variety of ideas, approaches and practises to meet the client's requirement, but on the other hand it is also based on being able to apply a number of ideas, approaches, and practises to meet the client's needs. Eclectic counselling has its drawbacks in that if the counsellor is not well versed in all the elements of the theories involved, the entire counselling process may be jeopardised. To avoid this, it is recommended that the counsellor be well-versed in all the areas of the theories involved, hence, to give a strong theoretical base to eclectic counselling McBride and Martin (1990) supported the "Hierarchy of Eclectic Practices" (as cited in, Gladding & Batra, 2007).

According to Rivers (1981), an eclectic approach allows language teachers "to absorb the best techniques of all the well-known language-teaching methods into their classroom procedures, using them for the purposes for which they are most appropriate".

It is also important as teachers "faced with the daily task of helping students to learn a new language cannot afford the luxury of complete dedication to each new method or approach that comes into vogue." The main criticism of the eclecticism is that "it does not offer any guidance on what basis and by what principles aspects of different methods can be selected and combined" (Stern, 1983)

**Hierarchy of Eclectic Practices:** - McBride and Martin (1990) suggested that having a sound theoretical base is an important aspect of eclectic counselling, therefore, they reported that the hierarchy of eclectic practices goes on 4 levels: -

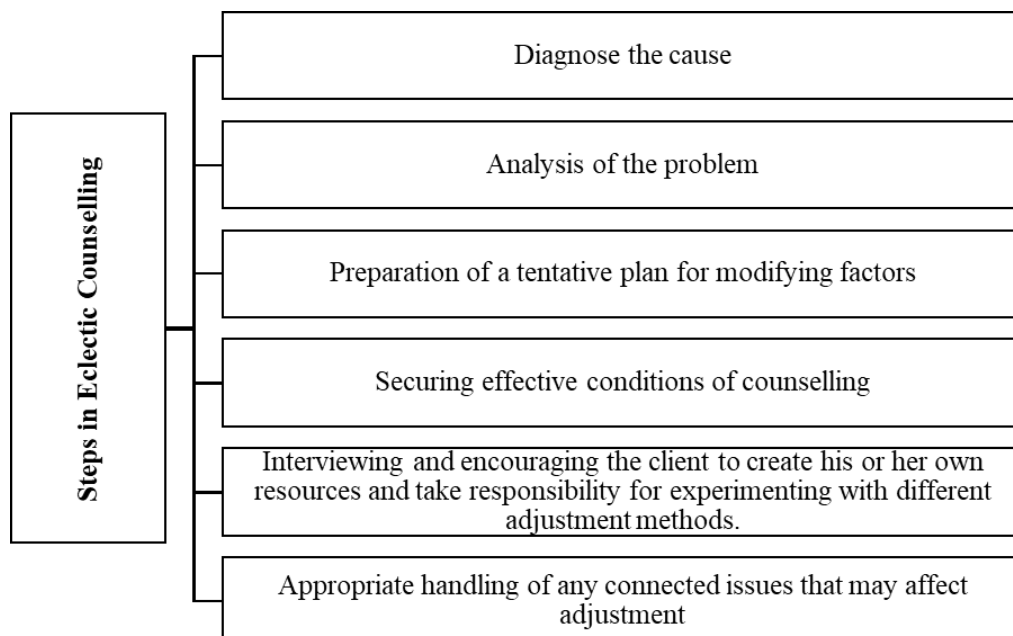
1. At the first and the lowest level is "Syncretism" i.e. a disordered and an unsystematic process of putting unrelated clinical concepts together. It is a way in which theories of counselling are first formulated without having any experience of how counselling models work. This is mostly done by unexperienced students who are studying counselling.
2. At the second level is "Traditional", which, includes "an orderly combination" of well-suited features from varied sources into a harmonious whole (English & English, 1956). In this approach the theories are examined at a deeper level.

3. The third hierarchy of eclectic practice is described as “Theoretical Integrationism” (Lazarus & Beutler, 1989). This is the type of eclecticism that requires the counsellor to have an experience and master at least two theories before trying to make any combinations(as cited in as cited in, Gladding & Batra, 2007).
4. The fourth or the final level of eclecticism is called “Technical Eclecticism”. In this approach, procedures from different theories are selected and then used in treatments (Kabir, 2017).

Hence, the hierarchy of eclectic approach suggests that it is the techniques and not the theories that the counsellor should master in the treatment of the clients. Therefore, after the proper assessment of the client the counsellor may use assertiveness training as a part of behavioural therapy along with helping the client gain understanding of the meaning of their lives which forms the part of existential therapy as per the demands and the needs of the situation (Gladding & Batra, 2007).

F.C. Thorne (1973) the main proponent of Eclectic counselling identified several steps which are used in eclectic counselling. These are as follows: -

**Steps in Eclectic Counselling** (as cited in, Nayak & Rao, 2007)



**Advantages: -**

1. This therapy is comparatively flexible in approach as the counsellor can choose directive and non-directive techniques or both or alternate between the two techniques of counselling.
2. This therapy gives freedom of choice and expression to the counsellor and the client.
3. It removes rigidity of the other two methods.
4. It is economic and effective.

**Disadvantages: -**

1. Some people think of eclectic counselling as being unclear, opportunistic and something that is superficial.
2. Both the other techniques of counselling i.e. directive and non-directive cannot be used together.
3. There is no definite rule of how much freedom a client should be given.
4. This approach becomes detrimental if counsellor does not identify what is actually helping the client.

**1.5 The Efficiency of counselling sessions**

As counselling is considered to be having both the components of Arts & Science, therefore, it becomes difficult to understand the factors that can make counselling effective (Bernes, 2005). Najavits and Strupp (1994) claimed that counsellors who are efficient, display significantly more affirmation and nurturing behaviour as compared to the counsellors who are less effective and often display behaviours that ignore and neglect the client, similarly, Wilkins (1984) stated that counsellors who are effective have an ability to appreciate the client, to form an alliance and increase the client's sense of competence. Fishman (1999) researched that a confiding relationship between the client and the counsellor, warmth, support and attention from the counsellor, installation of hope and expectancy all are the major conditions for making counselling effective. Bernes (2005) recommended that for making any counselling session effective there requires the need of an effective counsellor having essential characteristics such as a profound, genuine and keen fascination towards the field of counselling, having an appropriate self-disclosure, personal characteristics like warmth, empathy, ability to build relationships, motivation, interpersonal skills etc.

Therefore, the effectiveness of counselling can be seen by how much clarification is there in the counselee's self-concept can be seen, whether he has learned a way of making rational sound decisions, is the counselee more confident of himself, can he recover from stress quickly by his own efforts. In short can he guide and pull himself through all the situations that he was earlier unable to do (Koottiyaniyil, 2010).

## **1.6 Counselling in Educational Sector**

As the traditional support system in families has recently weakened, there has been an increase in counselling among students in the educational sector. This has resulted in a lack of the child's physical, social, and psychological needs, and counselling in schools is helping to close this gap for the students. With the breakdown of the conventional family system as well as increased competition, technology advancements, peer and parental pressures on the children, school counsellors have turned out to be a blessing in disguise for these children and their parents (Kodad & Kazi, 2014).

As per Education Trust (2014) "School counselling is a profession that focuses on the relations and interactions between students and their school environment to reduce the effects of environmental and institutional barriers that impede student's academic success."

According to McLaughlin (1993), school counselling serves three functions: "(a) an educative function that helps students develop personally and socially in the context of schools,

(b) a reflective function that is a positive exploration of the possible impact of personal, social, and mental health practises in the classroom, and

(c) a welfare function that is for planning and working on issues that affect the students' welfare."

School counselling has recently received increased attention, as school counsellors have been actively working with pupils to improve their academic performance. Additionally, they have recently assumed the role of school leader for teachers, parents, and other staff members, providing career counselling and even serving as a link between the parents and students. (Kodad & Kazi, 2014).

### **1.6.1 School Counselling in India**

School Counselling emerged as a result of various socio-political changes that happened in countries of the West, more importantly, USA. As such changes were witnessed all over the world, India, was never far behind, hence, these changes paved the way for counselling in India (Akos, Jain & Gurjar, 2014), but, still counselling in India has a long way to go (Jain et al., 2019). India, since independence has witnessed several changes, e.g., economic reforms, globalisation, changes in family system, single parenting etc. These, changes have gradually paved a way for several physical and mental health problems which have affected the masses, but, severely impacting the school going children and adolescents, hence, creating a need for school counsellor who can address the socio-economic needs of this population (Jain et al., 2019).

According to Education Trust (2014) “School counselling is defined as a profession that focuses on the relations and interactions between the students and their school environment in order to reduce the effects of environmental and institutional barriers that hinder student’s academic success. The major role of school counsellor is to establish educational equity, access and academic success.” It also identified that a trained counsellor should be someone, who creates opportunities for all the students and assist them in their career, social and personal development. Kodad and Kazi (2014) have aptly defined school counselling as a profession where a school counsellor works with an aim of enabling the students to perform well in academics, providing vocational guidance, creating a bridge between parents and students and to solve problems of students that are emotional, behavioural, social or academic in nature.

School Counselling in India traces a very brief history dating back to 1937 when a school or community-based clinics were established by “Tata Institutes of Social Sciences (TISS)” as a part of their field action project, the organisation inaugurated the Child Guidance Clinic (Kodad & Kazi, 2014). Since, then various education committees and commissions (e.g. Mudaliar Commission (1952), Kothari Education Commission (1964-66) etc. have recommended as having a formalized system of counselling services. It was during 1960’s and 1970’s that guidance and counselling services were considered of utmost importance for an educational institution, but, gradually in the 1980’s and 1990’s these services started to show a decline. It was in 2001 that “Central Board of Secondary Education (CBSE)” made it compulsory for every school to have a trained school counsellor but, the need for a

school counselling program in India has always changed, as against the proactive and preventive nature of counselling as followed by the “American School Counselling Association”, the counselling programs followed in India are comparatively more reactive and academic in nature and are mostly focused to prevent ragging in educational institutions (Jain et al.,2019). Deshwal & Gupta (2017) identified the everchanging and ambiguous role of the counsellors. The authors

maintained that this ambiguity in the role of the counsellors was possibly due to the stigma attached to the term of counselling especially given by the school authorities and the notion of what these authorities as well as parents expect from the school counsellors, where, on one hand it is believed that the school counselling is merely giving academic coaching, on other hand, some expect school counsellors to not only focus on their problems but also act as a bridge between the student, their parents as well as their teachers, because of such kind of ambiguity the role of school counsellors is still not clear.

## **1.7 Counselling and Study Habits**

Every counselling session's major goal is to make it easier for the client to handle difficult circumstances in a more resilient and effective way. Every student face difficulty in passing and succeeding in a test, which makes school counselling all the more important (Ghosh, 1980). The development of students' academic performance is a major priority in schools; as a result, instructors and school counsellors tend to embrace and concentrate on teaching methods that help kids learn. Here, the school counsellor is important in helping students develop good study habits and assesses them based on their aptitude, reading ability, and study plans.

Effective study habits show how well counselling programmes are working and whether students are being educated about the value of study habits, which may eventually contribute to steady and regular learning (Ogbodo, 2010). Therefore, it is extremely important for school counsellors to concentrate on all these factors so that students can overcome their concerns of learning by improving their study habits. (Ghosh, 1980).

### **1.7.1 Introduction to the concept of Habits**

For understanding the concept of study habits, it is very important to understand what are habits and how are they formed also it becomes necessary to identify those factors that are responsible for habit formation. In psychology, the concept of habit refers to the

development in which an introduction to a cue automatically activates a non-conscious urge to act as a result of the activation of a learnt association between the cue and action (Gardner, 2015). Humans establish habits throughout time as a result of repeatedly performing or practising a specific task. (Aarts & Dijksterhuis, 2000). Clark L Hull, a major figure in the field of behaviourism claimed that “When a stimulus elicits a particular response that is accompanied with a reinforcer, the association between the stimulus and response gets strengthened.” After the reinforcer is repeated over a number of times it strengthens the association thus formed which brings about some kind of organisation in the nervous system to which we term “habit” (as cited from Mangal, 2002).

According to Gardner and Rebar (2019) “Habitual behaviour is governed by impulsive processes and so requires minimal cognitive effort, awareness, or control to carry out”. When a behaviour becomes habitual, certain actions are initiated which then transfer the material from conscious motivational processes to a more context cue driven mechanisms which are often the result of impulse actions.

As the individual encounters any associated contexts, the desire to act to the habitual behaviour is triggered naturally and other substitute behavioural responses becomes less accessible cognitively. Because habit formation is cue-dependent, the strength of the habit will indicate the likelihood of habitual behaviour enactment, and these strong habitual tendencies will eventually triumph over motivating inclinations. Such an effect has been observed in a variety of behaviours, including eating habits, physical activity, and some of the study behaviours.

Interventions focusing on behaviour change also work on the same principle in which if certain components that lead to habit formation are added then it has been found that the new behaviours thus formed are less prone to motivational lapses hence making them more sustainable (Gardner & Reber, 2019).

### **1.7.2 Formation of Habit**

Habit development has gotten a lot of discussion as a possible way to keep a behaviour change going. (Rothman, Sheeran & Wood, 2009).

Understanding how habits are formed is critical for the creation of any prospective behaviour modification intervention that focuses on habit building. Animal learning studies



have shown that the concept of behaviour as an automatic response directed by certain learned cue-action associations is found in the principles of behaviourism, and that humans, like animals, can acquire habitual behavioural responses despite a lack of understanding of the behaviours or associations that govern their performances (Bayley, Franscino & Squire, 2005). According to Strack and Deutsch (2004), the creation of habit in humans is rather simple: a behaviour must be repeated in the presence of a context or a specific combination of cues in order for the associations associated with that context to develop. Limayem, Hirt, and Chin (2001) claimed that students build study habits as they gain experience, and that as they gain experience, their behaviour shifts from conscious to habitual, which is favourable to the establishment of good study habits.

### **1.7.3 Neuroscience of Habit Formation**

The formation of habit which is a connection of a series of S-R connection is strengthened by subsequent reinforcement and involves various parts of the brain and nervous system which springs into action as and when a habit form. Habits are more of an implicit memory if looking from a neural perspective (Squire & Zola-Morgan, 1991). The formation of the habit has revealed a distinct pattern of brain activation, with lower activation in decision-making prefrontal areas and increased activation in the basal ganglia, which are a group of nuclei in the cerebrum that have long been known to control voluntary behaviour (Yin & Knowlton, 2006). According to scientists, habits are the brain's effective way of allowing us to stop thinking about basic behaviours like walking and eating so that mental energy may be allocated to more important activities and the brain's work on such minor details can be conserved (Duhigg, 2013).

#### **1.7.3.1 The Habit Loop**

Charles Duhigg (2013) in his book *“The Power of Habit: Why we do what we do and how to change it”* described that the process of habit formation follows a 3 step loop:-

- i. First, there is a cue, or trigger, that instructs the brain to shift into automatic mode while also identifying which habit to employ.
- ii. There's the daily routine, which might be physical, mental, or emotional in nature.
- iii. Thirdly, there is a reward that aids the brain in determining whether the loop is worth remembering in future.

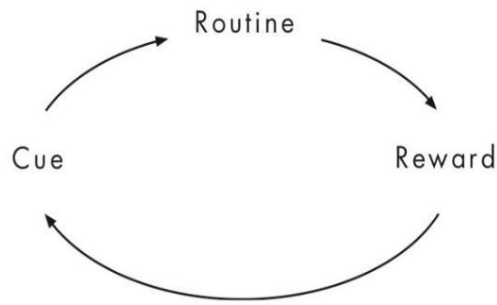


Figure 1. *The Habit Loop*. Adapted from “*The Power of Habit: Why We Do What We Do and How to Change It* (p 19).”

Over the time and with constant cues and routines this loop becomes more and more automatic. Duhigg (2013) further explains that the concept of habit loop is important to understand because the human brain does not know the difference between a good or a bad habit and hence if an individual has a bad habit, it always hides there and waits for the right cues and rewards. The habit loop is also important because without it our brains would shut down and might be overpowered by the intricacies of the daily life as has been seen from the studies of people with damaged basal ganglia that they often become mentally paralyzed and as a result have difficulty with basic tasks like as opening the door and deciding what to eat.

### 1.7.3.2 Characteristics of Habit

1. Shrivastava (2016), has explained the concept of habit has the following characteristics:
  -
2. Uniformity: - Habits lead to a uniformity in the activities of an individual. Whether, we talk, walk or sleep or do any other type of activity, it requires a habit.
3. Facility: - Habits make the performance of an individual easy. For e.g. riding a bicycle is difficult but after the formation of the habit it becomes easy due to habit formation.
4. Interest: - Habit formation also includes interest on the part of the person. Things that an individual finds interesting eventually become a part of their habit.
5. Unconscious: - Habitual actions after practice mostly become unconscious and do not require much attention.

## 1.8 Study Habits

The phrase "study habit" has come to refer to a variety of approaches, activities, and behaviours that students utilise in their school and college studies. Studying effectively

entails much more than rote memorization of facts. It necessitates knowing where to look for information and how to manage one's time effectively (Vyas & Chaudhary, 2016).

According to Atsuwe and Moses (2017) “A study habit is a pattern of behaviour that students adopt in the pursuit of their studies and that serves as a vehicle for learning. It is the stage in the learning process at which the student engages in practise (e.g., content reviews, frequency of studying sessions, etc.) in a study-friendly setting.”

Students follow different study habits during the course of their study, some are regular in their study and some study as and when the exams approach, some require a peaceful environment during their study, whereas, some can study while putting their music on.

A student's success in his academic performance depends upon how effectively he manages his study which requires forming of effective study habits like devoting ample amount of time to the studies (Rani & Jaidka, 2015), hence, this concept of study habits is very important to be inculcated in the students which refers to an intentional and well-planned study routine that includes the behaviours that a student engages in on a regular basis in order for their knowledge to be integrated into their cognitive framework (Dadzie, 2008), hence, it is a manner of learning that is essentially permanent (Rani & Jaidka, 2015) and is a habit that is generic rather than specific (Kale, 2011).

Excellent study habits are required for a student to attain academic success, and these habits are linked to exceptional academic performance. (Hurley, 1994). Furthermore, as Kaur and Pathania (2015) point out, better study habits relate to students' academic success and as Amandeep & Raj (2015) pointed out good study habits are a powerful indicator of an ability of the student that determines whether the student will succeed or not, as a result if a student does not possess good study habits it might lead to lower academic performance.

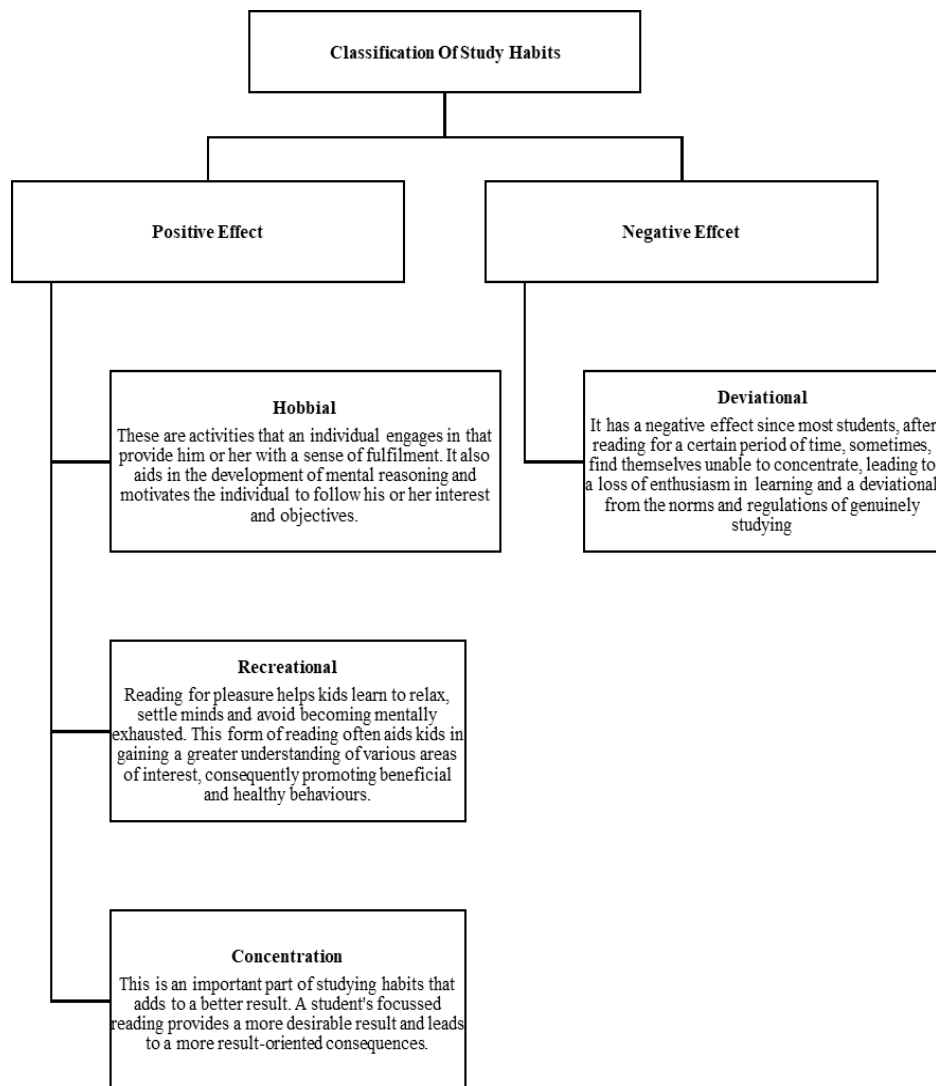
According to Good (1973), study habits are defined as “The student's way of study whether systematic efficient or inefficient etc.” They are the actions students take to study for exams or learn other academic content, and they frequently generate and direct the learner's cognitive processes throughout the learning process (Naik, 2016). Effective study techniques are essential for getting excellent marks in school and for studying throughout one's life. These consist of a number of strategies needed for learning, organising, and

retaining knowledge linked to the topic to be learnt. These include mnemonics and all retention procedures (Siddiqui & Ali, 2018).

Students' academic success is influenced by their study habits; effective study habits contribute to excellent academic performance, whilst ineffective study habits typically lead to academic failure (Ayodele & Adebisi, 2013), therefore, it becomes necessary to develop and improve the study habits in students (Mohta, 2018).

Effective study habits involve the learners studying regularly in order to perform well and achieve the maximum in one's school work, consequently, it is a learning that accomplishes the achievement of the student's goal through an arranged pattern of steady behaviour (Ogbodo, 2010).

### 1.8.1 Classification of Study Habits (Ogbodo, 2010)



### **1.8.2 Importance of Study habits for the students**

A person throughout his/her life needs to study for various purposes. Right from studying in schools for exams to get better grades or to study the background of the company later in life to improve the chances of getting a job. Therefore, studying is an important tool, hence, contributing to the needs of having good study habits which can be formed if started early (Company, 2020).

Study habits can help a student to succeed and be happy at school, also they can help them to further succeed in the workplace (Goud,2018).

Many students desire to study and improve their grades, but they lack knowledge of efficient study strategies and approaches. Students will gain from an effective study program, once, it is implemented and established effectively in schools (Rathod, 2015).

According to Ogbodo (2010), an organised study schedule allows students the ability to follow their interests in academic topics while also allowing them to develop their personalities, and as a result, as a result of this structured learning plan, individuals feel motivated and ask questions to go further into topics in order to challenge them.

Good study habits can influence the learning, skills, attitudes, interests and even the goals of the students and can turn the research into an efficient procedure that will result in a successful outcome will lead to higher returns, hence, increasing the learning process (Hashemian & Hashemian, 2014 as cited from Jafari, Aghari & Khatony, 2019).

Study habits are important for students because they are the most important predictors of academic performance (Kyauta, Shariff & Garba, 2017). Students whose study habits include making a proper study plan, doing regular revision, making time table regularly while studying have often showed an increase in the academic performance than those who don't.

Loveless (2020) in his article "10 Habits of Highly Effective Students" mentioned certain study habits that are employed by highly successful students during study. Effective study habits like planning a study by making a regular time table, reviewing the course over a week, not procrastinating while studying has shown to improve the student's grade on the school. With the increase in the academic demands expected from the students and

considering how important study habits are it becomes essential to make students understand the importance of study habits and how having effective study habits can help them.

Because study habits are an important part of and have been found to contribute to students' academic performance, they are influenced by a variety of factors such as the learner's personality traits, motivation, interest, and attitude, as well as parental influences. They are also influenced by socio-economic status, curriculum development, and instructional methods that are frequently used by teachers, these qualities have a big impact on study habits since each learner is unique, with unique talents, interests, and ways of thinking and doing. Additional factors that affect a student's study habits include gender, success traits, and individual variances in regulating attention. (Razia, 2015).

Kumar (2015) identified that teachers and instructors can help students in developing effective study habits by motivating them and helping them to grasp and learn a material effectively. Students having excellent study habits are more likely to get good grades on their exams, furthermore, study habits often lead to efficient recall, also, due to this students` have often shown to have a positive attitude towards themselves and their skills.

### **1.8.3 Study Techniques as a part of effective Study Habits**

As cited by Ogbodo (2002), counsellors in schools are recommending different study techniques that have shown positive results for students in different learning situations. Some of the study techniques includes the famous and well researched SQ3R technique by Robinson(1941) and Rosemary “L” Method.

The SQ3R technique's origin can be outlined to the years of the early 1940's (Robinson, 1941). This strategy is one which is used by the teachers and counsellors for text book reading and assignments. The SQ3R technique is divided into several parts and distinct abilities that are required for its application to be successful. SQ3R technique has been divided as “S” meaning Survey where students are asked to review the text that they have to read. This includes identifying the structure of the text to be read and then previewing the headings. Further, on the basis of what they have read, the students then create “Questions (Q)” which they can answer during reading. The 3 R's i.e. “read”, “recite” and “review” are further accomplished respectively (Huber, 2004).

The Rosemary (L) as stated by Ogbodo (2010) is another useful technique for studying that can contribute to an effective study habit formation. This method is highly effective for use among higher institutions of learning and demands for distributed learning and practice. This method is acronym for:-

**Repetition (R)** of the material read so as to get familiar with the topic.

**Overlearning (O)** which will happen as a result of re reading and where forgetting will be minimal.

**Summarization (S)** of the material read which needs to be summarised straight to the point.

**Enumeration (E)** of the points with the major points to be written first.

**Mnemonics (M)** to be devised for immediate recall

**Application (A)** of the material learnt for daily use.

**Revision (R)** of all what has been done till now

**Yes (Y)** i.e. applying the learnt material to any situation for an impact

And lastly the **(L) Linkage** of the material read to practical daily use so the student can internalise the facts learnt so far.

#### **1.8.4 Planning as a part of Study Habit**

Planning is an important predictor of a good study habit. Some students are well at planning and plan their studies using a time table (Rani & Jaidka, 2015). Planning a study is the best strategy for a student, wherein, the student can divide the content into manageable chunks which further will help him/her to learn faster and help him or her attain the required marks. Often it is for the best of the students if they can keep a planner as throughout the year they will be coming across various tests, extracurricular activities and sports events which a student might slip through, hence a planner citing all the important events can be handy. Developing a study plan is another way that can help the students as it will allow the students to have a sufficient time to prepare. Having a wall calendar and assigning topics and tasks for each day can be a helpful task, also setting

various goals to be accomplished each day will lead to progress.

### **1.8.5 Developing Effective Study Habits**

Grohol (2016) In order to excel, a student should acquire a number of study habits.

1. Approaching the study with right attitude: - If students want to study effectively, they must have the correct mindset. While studying, thinking optimistically and reminding oneself of one's skills and talents, as well as evading any form of disastrous thinking is definitely going to help the student.

2. Study Environment: - Study environment is very effective for the formation of the study habits; as a result, students should make it a point to sit in a relaxing environment. Any atmosphere that encourages distractions is not conducive to learning. Finding a good study spot is essential; for example, the library, a room, or a study hall can all create a pleasant studying atmosphere.

3. Avoid Distractions: - Students have replaced the traditional pen and paper method to write notes with the typed notes on the laptop and computer, therefore, in such cases they often are more prone to distractions when studying. As a result, students should recognise their sources of distraction and make every effort to avoid them.

4. Note outlining and note taking: - Taking notes allows a student to organise knowledge in a way that they can process and later use to remember crucial concepts; also, employing as many senses as possible when studying helps students retain more information. Using senses when studying might be as simple as repeating the words out loud while typing down the notes.

5. Using Mnemonics: - Mnemonics are ways that aid the brain in swiftly encoding and recalling significant information, allowing a person to improve their ability to remember bits of information. Students that use mnemonics to remember and retain information have been demonstrated to recall information better during exam times.

6. Practice: - "Practice makes a man perfect," as the old saying goes, rings true. It helps students maintain a healthy study schedule by interacting with them. Students who practise with themselves or with their peers perform better on assessments. Students have



discovered that using quizzes or old exam questions to study for an exam can help them overcome exam-related stress and anxiety and improve their performance.

Several ineffective study habits have also been identified, studying with loud noise such as music in the background leading to loss of concentration, cramming the material, finishing easier assignment first leaving no time for the difficult one's, studying up till late nights, not taking proper breaks etc. (Kumar, 2015).

## **1.9 Academic Performance**

Academic performance is “the measure of a student's, teacher's, or institution's success in achieving their educational objectives”. Exams or continuous assessment are routinely used to assess academic achievement, but there is no consensus on how best to test it or which parts are more significant (Adebayo, 2015).

Good (1973) stated academic performance as “knowledge attained or skills developed in school subjects usually designated by test scores or by marks assigned by teachers or by both”. It is a crucial factor that frequently characterises a student's performance in the classroom and in academics. This phrase is frequently used synonymously with academic achievement, but they differ in a few key ways. On the one hand, academic performance refers to a student's performance over a brief period of time and is primarily represented by the grades they receive throughout the course, such as their cumulative grade point average (CGPA) or grade point average (GPA). On the other hand, achieving academic goals in general is a component of long-term academic achievement.

“Academic achievement could be defined as self-perception and self-evaluation of one's objective academic success” (Joshi and Srivastava, 2009). Good (1973) “academic achievement as knowledge attitude or skill developed in the school subject usually designed by test scores or by marks assigned by teacher or by both. Consequently, academic achievement could be defined as self-perception and self-evaluation of one's objective success”. Awan, Gazala, and Naz (2011), “academic achievement is defined by examination marks, teachers' given grades and percentiles in academic subjects”.

According to York et al. (2015) the concept of academic performance can be defined “in terms of students' persistence, which can be understood as progression of the students on academic grounds, to attain completion of degree, regardless of institution related contexts

and issues". Pascarella and Tarrenzini (1980), "Academic performance is the extent to which a student's development occurs, both academically and intellectually". Narad and Abdulla (2016) believes that "Academic performance is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time". They also found that the success or failure of any academic institution is mostly determined by students' academic performance. They also supported the generally held view that good academic performance predicts greater work opportunities and, as a result, a stable future (Narad and Abdullah, 2016).

Academic performance is regarded as one of the most important predictors of educational quality and student comprehension (Lawrence, 2014). It is a multifaceted aspect of the behaviour of the student towards the academics and constitute several different abilities like the memory, previous knowledge of the content, aptitude in particular and various other factors like motivation, interest, and temperament (Deary et al. 2004). Many factors of academic performance are present (Chamorro-Premucic and Furnham, 2003), out of which study habits being an important one. According to Ames and Archer (1988), for students to achieve optimal academic performance, they must develop a consistent and purposeful study habit. Students performing well in schools had more efficient habits than those who were not performing well (Danskin & Burnett, 1952).

Cerna and Pavliushchenko (2015) identified some features of students who were higher or lower performers. According to the researchers, high-performing students form views based on reading materials and the content taught in the class, they often ask question, are regular, ask for feedback on their assignments, take notes and study regularly, as opposed to low-performing students who miss classes, are usually late to class, sit in the back of the class, and rarely take notes during class.

### **1.9.1 Factors Affecting Student's Academic Performance**

The performance of the students in academics has always interested the Educators and counsellors and hence several variables have come into light that have effectively contributed to the enhanced academic performance of the students (Farooq et al., 2011). Crosnoe, Johnson & Elder (2004) have identified three main factors namely student factors like age, gender, ethnicity, school factors like teacher-student relationship, teacher efficiency and family factors like parental education, socio economic status etc as having an

impact on the academic performance of the students. Various factors are at play as far as the academic performance of the students are concerned and several researchers have focused on the role of socio economic status (Farooq et al., 2011), parental occupation and the gender of the student (Ceballo, McLoyd & Toyokawa, 2004) in predicting the academic performance of the student. All these factors are such over which no control can be exercised, but still, it becomes very important to identify the factors that can be controlled, hence, another factor of study habit needs to be explored so as its impact on academic performance which is an important concern for not just students but parents and educators can be dealt with, therefore, study habits have emerged as another factor affecting student's academic performance.

### **1.10 Study Habits and Academic Performance**

Student's learning is mostly determined by the grades that a he/she gets by learning over time and typically, grades are what matters the most in determining the academic performance, but on the contrary, gender, age, parental education, personal qualities such as IQ, personality, and, most significantly, how a student studies, i.e. what kind of study habits a student has, are all elements that influence academic performance of students (Kaur & Pathania, 2015).

As previously stated, study habits refer to a student's method of studying, whether deliberately or haphazardly. In this scenario, it is apparent that having good study habits can lead to increased academic achievement (Ayodele & Adebisi, 2013). Nuthana & Yenagi (2009) while examining various causes of poor academic performance did identify poor study habits among other factors of intelligence, low self-concept, poor family structure etc.

Plethora of researches are there that have identified the role of cognitive factors as well as non-cognitive factors that influence academic performance, the role of cognitive factors such as level of intelligence have already been established to have an impact on the academic performance, but, apart from these various non-cognitive factors like study skills, study habits, attitudes and study motivation have also been found to impact academic performance (Sikhwari, 2016).

### **1.11 Theoretical background for Eclectic Counselling to enhance Study Habits and Academic Performance**

The efficacy of an eclectic counselling method in enhancing school children's study habits and academic performance is theoretically supported by a number of psychological and educational theories. To customize therapies to each person's specific requirements, the eclectic counselling approach incorporates ideas and methods from several therapeutic disciplines. Using an eclectic approach can be justified from a number of theoretical angles in the context of enhancing study habits and academic performance:

**Cognitive-Behavioral Theory (CBT):** CBT places a strong emphasis on how emotions, thoughts, and behaviours influence how people behave. When it comes to academic achievement, it can assist students in recognizing and altering harmful thought patterns, controlling stress and anxiety, and creating more productive study routines.

**Social Cognitive Theory:** Developed by Albert Bandura, social cognitive theory emphasizes the role of observational learning, imitation, and modeling. In the context of academic performance, counselors can utilize social cognitive principles to encourage positive role models, peer mentoring, and collaborative learning experiences, fostering a supportive academic environment.

**Humanistic and Person-Centered Approaches:** Based on theories like Carl Rogers' Person-Centered Therapy and Maslow's Hierarchy of Needs, these approaches emphasise the value of fostering a nonjudgmental and encouraging atmosphere for human development. By using these ideas in counselling, children can develop good self-concepts and motivation, two things that are essential for success in the classroom.

**Self-Determination Theory:** it is one example of a motivational theory. It states that people become driven when their basic psychological demands for relatedness, competence, and autonomy are satisfied. Motivational techniques may be used by eclectic therapy to assist students in establishing objectives, taking responsibility for their education, and discovering their own inner drive to learn.

**Goal Setting Theory:** A key component of motivation and success is goal setting. Goal-setting strategies from psychological theories such as Locke's and Latham's goal-setting theory can be included into eclectic counselling. Setting and achieving realistic academic objectives with the assistance of students gives them focus, inspiration, and a framework for tracking their progress.

**Attachment Theory:** John Bowlby established attachment theory, which highlights the significance of safe emotional connections in human development. An eclectic counselling method may address attachment-related problems in the context of academic achievement, which may affect a student's capacity to participate in the learning process and build strong bonds with classmates and instructors.

In conclusion, a thorough grasp of cognitive, emotional, motivational, environmental, and systemic elements forms the theoretical basis for eclectic counseling's success in enhancing study habits and academic achievement. Counsellors can customise treatments to suit the complex character of students' academic issues and promote positive development by using a variety of theoretical viewpoints.

### **1.12 Impact of Counselling on Study Habits and Academic Performance**

The impact of counselling on study habits and academic performance has well been researched by various researchers (Bednar & Weinberg, 1970; Allen, 1971) and these researches concluded that giving individual counselling to students regarding strategies on how to study effectively was more effective than publicising it. According to Agi & Amadi (2014) the effectiveness of counselling has long been studied on various dimensions of student's life.

Students who got frequent counselling sessions on issues including academic challenges, school absences, and job difficulties did demonstrate some improvement in these areas. The researchers went on to say that students who received frequent study habits counselling showed improvements in focus, made the most of their study time, and considerably improved their academic achievement.

Therefore, the researchers concluded that in order for students to study efficiently, they must use a specific study technique in order to improve their memory function, which then helps them perform better academically. Rathod (2015) came to a similar conclusion, suggesting that students might experience success if they apply particular strategies for forming good study habits. As a result, teachers and counsellors can assist students in understanding the relevance of efficient study methods and in creating improved study habits, both of which can improve academic achievement. In addition, counselling has an impact on other areas of students' lives, such as assisting them in resolving emotional problems that have been shown to affect their study habits. As a result, there was a need to address the problems that students were facing in today's competitive academic environment.



*Chapter-2*  
*Review of Related Literature*





## **CHAPTER II**

### **REVIEW OF LITERATURE**

A literature review is an essential component of every research project. A thorough analysis of the review in the related area provides more insight into already done work and enables the researcher to contribute more by providing new ideas, explanations and interpretation to the evidences already available, hence in the present study literature pertaining to the study on “Effectiveness of Eclectic Counselling Approach to improve Study Habits and Academic Performance of School Children” in which Eclectic Counselling is the independent variable and Study Habits and Academic performance are dependent variables has been reviewed and is presented under following heads:-

- Review on Study Habits
- Review on Academic Performance
- Review on Counselling and Eclectic Counselling

#### **2.1 Review on Study Habits**

Study habits refers to the habits that students perform during their school years and these habits effectively contributes to the student`s success in academics. According to Good (1973) “study habits are a student`s way of studying, whether, systematically or inefficiently”; further contributed by Siddiqui and Ali (2018) developing efficient study habits are crucial for students as they contribute to a large amount of student`s learning. The growth of students' knowledge and perceptual ability is dependent on their study habits (Yadav, Ansari & Savant, 2000).

There is an immense research available which highlights the importance of study habits and its impact on the academic performance of the students. Some are mentioned in this study too. Ogbodo (2010) claimed that for the development of any effective study habits in school an efficient guidance and counselling program is required. Students who are counselled regularly are found to be more result oriented, participate in all the tests and examinations and further creates an awareness among them for a regular and steady learning. Various studies have also identified several psychosocial factors affecting the study habits of the students. Factors such as age, gender, attitudes, family upbringing, self-efficacy belief have all shown to have an influence on the study habits of the students.

As fresh research on the impact of study habits on improving students' academic performance emerges, study habits have become one of the most essential aspects affecting a student's life. The relevance of study habits in the lives of students is described in the series of reviews that follow.

**Munir (2022)** investigated the relationship between study habits and academic performance in the subject of biology among the students of secondary schools in Nigeria, the researcher, found that there is a considerable link between students' study habits and their academic success., also, the researcher found that various factors like time management, concentration, note taking, setting target goals, exam preparation etc all contributed to the performance of the students` in the subject of biology, also, this study focused on how some external influences promote academic performance and that these variables should be taken into account for making teaching effective.

**Sankgond (2020)** investigated the relationship between secondary school students' study habits, attitudes, IQ, and cognitive styles, and came up with key findings indicating that the school environment did influence the students' study habits and attitudes. According to the survey, pupils who went to private schools had considerably better study habits than those who went to public schools.

**Hedin and Kann (2019)** highlighted the studies which investigated that if a study skills module is included in the educational program of the students it might lead students to analyse their study habits and further improve it as well. From, their study, the researchers very well concluded that the study skills module did indeed contributed to improved study skills like decreased procrastination, planning the studies well and reading the course, also the students undertaking the module did found the module to be effective and intended to change their study habits to a more positive one. Overall, their research provided insight into how inefficient study habits could be addressed more effectively.

**Singh (2019)** examines how secondary school pupils in Allahabad are modifying their study habits. From a random sample of 200 pupils, the researcher identified differences in the study habits of children with working and non-working mothers. Pupils whose mothers did not work had better study habits than students whose mothers worked, according to the statistics. The researcher also tried to distinguish between students from rural and urban backgrounds, and discovered that there is a considerable difference in study habits between

urban and rural pupils, with urban students having better study habits. In addition, this study looked into the differences in study habits between boys and girls, finding that girls had superior study habits than boys.

The study skills of undergraduate students at an Omani private institution were tested by Naqvi et al., (2018). Undergraduate students from a range of fields participated in the research. Using the chi square technique, the authors were unable to establish any major evidence of a link between study skills and academic achievement, however they did note that students did develop certain study skills during their studies. On the other hand, Onabamiro and Odunlami (2017) discovered a strong link between study habits and academic performance, implying that study habits do have a positive impact on students' academic performance and proving that strong study habits are a must for better academic success. As a consequence, the researchers concluded that having a positive study culture will help students develop good study habits and, as a result, achieve academic success.

**Ebele and Olofu (2017)** conducted research to see how study habits affect academic achievement in schoolchildren. The researchers used the chi square technique on 1050 students and discovered a strong link between study habits and academic success, indicating how teachers and student guidance counsellors might help students acquire excellent study habits and improve their academic performance. In a similar study, Rabia, Mubararak, Tallat, and Nasir (2017) discovered the same result, demonstrating that study habits and academic achievement are strongly linked. Arora (2016), on the other hand, discovered a strong and favourable association between study habits and academic success.

**Atsuwe and Moses (2017)** did a study to look into the impact of study habits on the academic performance of physics students at a Nigerian institution. It looked studied how several study habits, such as homework, time management, reading and note-taking, and instructor consultation, influenced a student's academic progress. The study's findings revealed that aspects such as reading and note taking, homework and assignment, and time allocation had a significant impact on students' academic achievement, whereas teacher consultation had little impact. Peer tutoring, time table planning, and building a study routine were all suggested as ways to improve academic achievement in this study.

**Papa et al. (2016)** looked into the study habits and abilities of freshman in the Philippines. The researchers looked into how study habits and skills affect reading comprehension,

memorization, test taking, and focus management in pupils. The study's findings revealed that students with above-average study abilities and habits in reading comprehension, memorising, and having an average study capacity believed that increasing their focus would help them study more effectively. This study also looked into how much time students spend testing themselves during exams, and the results revealed that just a small minority of students do so. Furthermore, this research looked into how much time students spent memorising notes and textbooks, and the results revealed that the vast majority of students did so.

**Chawla (2016)** investigated the link between students' study habits and their academic accomplishment in the discipline of chemistry. The study involved 151 students in class IX, and the results revealed a substantial positive association between the two factors, indicating a means for parents and instructors to adopt more inventive approaches for kids to enhance their study habits.

**Agrawal and Teotia (2015)** in their study investigated how study habits are related with the attitudes that students have towards education along with its relation with gender, the area in which the school is situated and the type of school etc. using survey method and selecting 400 students from schools both public and government schools from Delhi, also categorising them on the basis of gender and the area in which the schools are located, the authors attempted to determine whether there was a significant association between study habits and attitudes toward education based on gender and school location. The study indicated that there is no significant relationship between study habits and educational attitudes, and that there is no significant difference in study habits by gender. However, significant differences were found in the school management variation, with students from public schools having better study habits than students from government schools, with the authors citing parental education and effective ways of using study habits, time management, and other factors as reasons.

**Cerna and Pavliushchenko (2015)** in their study evaluated the validity of the constructs of study habits and academic performance which the researcher later used to develop a scale of identifying the study habits of international students. The findings of the study gave insight about students who were high performers as belonging to low context, individualistic countries and low performers as belonging to high context, collectivistic countries, hence, bringing to light that study habits and academic performance are also

influenced by the context and countries to which the student belongs. The yearlong classroom observations and recollected information on study habits from students through interviews and found that there were significant differences in culture and study habits of high as well as low performers, where high performers gave opinions based on the material read, looked out for professors, asked for feedback etc and low performers who remained quite throughout the semester, missed at least three classes a week, sit at the back benches etc. The study also paved a way of researching on creating a specific training programs for the low performers at the start of the semester and also promoted in giving training to these students keeping their cultural differences in the mind.

**Kumar (2015)** conducted a study to determine undergraduate students' perceptions of their study habits, as well as analyse many other aspects that influence study habits. The findings demonstrated that students' study routines alter depending on the amount of marks they receive, where they live, and the impact of environmental change. Furthermore, the study found that the majority of students do not have good study habits are important to them, but they spend less time on self-study on a weekly basis, and most students do not revise their lectures on the same day. This research also looked at how changes in the environment impair a student's learning, resulting in poor first-semester marks. As a result, instructors and counsellors can use this research to motivate students and help them develop productive study habits.

Recent advancements in the field of study habits have demonstrated that study habits can be cultivated, as can be inferred from the experimental study conducted by **Rathod (2015)** in which the researcher used a study habit programme to determine how establishing such a programme affects students' performance in Science. The researcher used a single group pre- test post-test design to choose 79 students from a school and administer a study habits programme that includes guest lectures, display charts on study habits, and other strategies to improve the students' study habits. The researcher discovered some intriguing findings that demonstrated that establishing a study habits programme was truly beneficial to students, as seen by a significant improvement in their study habits.

The study looked into how social media affects students' study habits. **Chris (2015)** looked at how university students' use of social media affected their study habits. Using a mixed approach involving both qualitative and quantitative, the researcher identified that any media usage requires its audience to be active rather than passive, thus, impacting negatively

to some extent. The findings concluded by the researcher clearly mentioned that social media platforms like WhatsApp was most preferred as compared to other platforms. In terms of how social media influenced the study habits, the authors, reported that the respondents acknowledged the positive influences of social media which helps them in collaborative learning, but, some respondents also mentioned that they were at a stage where exercising self-control on the usage of social media was different thus affecting their study habits. Therefore, this study concluded with both the positive and negative influences of social media and the recommended to have guidance and counselling programs to identify and help the students addicted by social media in order to improve their academic behaviours.

**Ahmad and Razia (2015)** in their study have reviewed study habits and the socio-economic status of the parents acting as an important correlate of academic achievement. The researchers aimed to determine the study habits of Muslim adolescents from various socio-economic backgrounds. The main objective behind such study was to examine the reason behind low academic achievement of Muslim adolescent than their non-Muslim counterparts which have contributed to low dropout rates among them. Using Survey method and identifying 208 Muslim students from six different Aligarh schools were divided into equal groups based on gender, socioeconomic background, and study habits. The study habits of students from a moderate socioeconomic position were determined to be satisfactory. There are considerable gender differences in study habits, with females having better study habits than their male counterparts. The study also discovered a link between adolescent study habits and parental socioeconomic position, with females from all three socioeconomic statuses outperforming their male counterparts. It was also discovered that adolescent study habits were favourably connected with parental education. Students with a high socioeconomic status had better study habits than students with a low socioeconomic status in terms of socioeconomic status. In terms of socioeconomic status, students from higher socioeconomic backgrounds had better study habits than those from lower socioeconomic backgrounds. As a result, this study contributed to a better understanding of how numerous psychosocial correlates influence students' study habits and academic achievement.

**Olaitan and Moroluyu (2014)** demonstrated that exam anxiety, study habits, and locus of control are all linked to academic performance and predict it considerably. The same was

confirmed by researchers using a sample of 508 students, implying that academic performance is linked to non-cognitive and socio-psychological variables. According to the study, early interventions and prevention programmes can help kids deal with anxiety and uneasiness, and effective study skills tactics can compensate for improved academic achievement. Furthermore, this research cleared the path for future field research.

**Mashayekhi et al., (2014)** draw our attention to their research that focused especially on how locus of control is related to student's study habits and eventually academic achievement. Researchers showed that the three variables of locus of control, study habits, and academic achievement are all positively connected in a survey of 220 college students, hence, the researchers concluded that as study habits of the students increased their academic achievement at university also increased. With respect to locus of control, their study showed that students having internal locus of control displayed higher academic achievement and vice versa. The authors explained that such results are indicative of the characteristics such as higher endurance, independence in thinking, curiosity etc demonstrated by the students having internal locus of control which eventually lead to an increased in academic achievement. Therefore, this study claimed that study habits and locus of control are an important variable predicting academic performance.

According to **Singh and Singh (2014)**, in their study infers that student whose parents had higher education were significantly different from parents having lower education indicating that educational level of the parent did played an important role in impacting the academic achievement of the student. On the contrary, socio-economic status did not revealed any significant differences.

**Somuah, Dankyi and Dankyi (2014)** did a study to find out how students who are pursuing distant education courses learn. The authors concluded, using a descriptive survey methodology, that students taking distant education courses exhibited study habits such as reading while lying in bed, not looking for supplementary information from other sources for studying, and so on. This study also laid emphasis on how the location where the student studies plays an important effect on one's studying efficiency, moreover, this study further concluded that such students should be identified and counselled regularly so as their study habits can be made effective, eventually, leading to better academic performance.

A study was done to determine the levels of study habits and the many factors that influence them by **Laguador (2013)**, the primary goal of this study was to evaluate the levels of study habits and practises among engineering students, as well as to identify factors that influenced these habits and practises. This study focused on factors such as age, gender, years of the program and also different study habits adopted by students at home as well as in schools. The authors used descriptive survey method to identify the trends in this research and found that engineering students do have level of study habits at home, implying that such students often have specific places at home with few distractions to study, also they devote a regular time to study. These students also showed high level of study habits at school as well where they always take notes in the classes, listen attentatively to the classroom discussions and go to the library quite often. Among the factors negatively affecting the study habit`s of such students was distraction in their studies through televisions and movies, family problems and less support from the parents, instructions from teachers not being clear etc. Therefore, this study also laid importance on the guidance services of the school to effectively monitor the students to establish a better academic foundation through improving the study habits.

Study Habits also differ among the students on the basis of different components like home environment, note taking, concentration etc. to identify how various aspect contribute to the study habits **Chand (2013)** found substantial discrepancies between students from government and private schools in his study of study habits, which he conducted on 200 secondary school students from both private and public schools. The study concluded that students belonging to government schools outperformed students of private schools in terms of home environment and planning of the subjects, furthermore, the study did not show any significant differences on the aspects of note taking and concentration which are another important aspect of study habit.

**Garner-O`Neale and Harrison (2013)** investigated learning styles and study habits to predict their impact on the academic achievement of the student enrolled at university. Extrovert/introvert, sensate/intuitive, feeling/thinking, and judging/perceiving are the four learning styles found by the researchers. The researchers determined that study habits are influenced by a student's learning styles, and that both contribute to academic success, after conducting a survey study on 59 students. As the research was done on students pursuing a course in chemistry, the researchers, found that most of the students displayed the introvert, sensate, thinking and judgement type of learning styles, however, their research



did not displayed any positive differences between learning styles displayed by the student and study habits, hence, not supporting their conclusion that learning style preferences can predict the study habits of the students, similarly, for academic performance, same results were seen where learning styles and study habits did not contributed significantly to academic achievement of the students studying chemistry.

**Osa-Edoh and Alutu (2012)** through their research, they demonstrated how a lack of suitable study habits might affect a student's success in school. The researchers discovered a significant positive correlation between study habits and academic performance in 50 students, similar to the studies reviewed above. Additionally, this study did provide insight into gender differences in study habits, revealing that these gender differences were due to different study methods thus adopted, and recommending the need for school counsellors to help students.

**Fazal et al., (2012)** undertook a study to discover the study skills that students utilise and to investigate the study skills that contribute to students' academic progress. This study also compared study skills between genders. The authors discovered a strong association between three study abilities of time management, reading, and note taking skills and academic accomplishment in a sample of 300 students, but found a non-significant relationship for other study skills. In addition, when comparing students with high academic accomplishment to those with low academic achievement, this study revealed that students with better academic achievement used a broader range of study techniques. Furthermore, the scientists discovered significant gender disparities in the application of study techniques.

**Sharma (2012)** Traditional teaching methods can be modified and replaced with more experience and practical-based approaches to assist students develop and improve their study habits, according to the findings. On a randomly selected sample of 200 students in the study, the researcher discovered that incorporating the use of concept maps in the students' study habit routine significantly increases their academic achievement. The researcher emphasised the importance of using this strategy and discovered that students' social science scores improved.

**Aquino (2011)** based on the results of a student survey, the favourable and unfavourable study habits and attitudes were established and investigated. Furthermore, the author provided

several implications from the study by constructing many academic intervention strategies. According to the findings of this study, high achievers have superior study habits and attitudes than poor achievers. This research also discovered that bad teacher-student relationships led to poor study habits, and that low-achieving students studied alone rather than in groups. This study also stressed the need of establishing and implementing techniques to assist students in building healthy study habits and cultivating a positive attitude toward learning.

**Rana and Kausar (2011)** found out results that showed that White British students had better study habits than their Pakistani British counterparts, concluding that ethnicity is also one of the factors in predicting the effectiveness of having positive study habits, however, the authors did not get convincing results regarding academic performance. The study found that a student's country of origin had a substantial impact on their study habits, but that the same country of origin did not have a significant impact on academic achievement, to which the authors gave the explanation of Pakistani British being more hardworking than the White British.

**Nonis and Hydson (2010)** investigated study time and its relation with academic performance along with the study habits of the students. Basing their sample on undergraduate business students, the authors key findings did demonstrate a positive influence of the ability to concentrate on academic performance, also, it was found that study time and academic performance also have some impact upon each other. But, the study did show some unexpected results and found that there was a link between study habits and academic achievement, with students who worked or waited until the last minute to study performing better than those who were more constant in their study efforts., hence, contrary to the belief of working on time, these results showed that waiting until the last moment to meet a deadline might actually be an effective strategy. Therefore, this study appropriately described the influence of study habits used by the students in determining the academic performance.

With regard to gender differences girls showed an improvement in the study habits as compared to boys. Similar results were seen in the study conducted by **Singh, Muktesh and Snehalata (2010)** that stated that girls had better study habits as compared to the boys.

Based on the preceding literature evaluation, it can be inferred that effective study habits

contribute 33-45 percent of the time to students' academic achievement (Owneyejiaku, 1987). Hurley (1994) backed up the idea that good study habits are linked to excellent academic success, not just study habits but how and in what way a student studies also contribute to the academic motivation of the student; hence, it becomes important to identifying relationships between academic performance and study habits so that students can get feedback about their strength and weaknesses that may help them with their learning (Zhou et al., 2016).

## **2.2 Review on Academic Performance**

**Brew, Nketial and Koranteng (2021)** discovered a number of characteristics that influence high school students' academic performance through a series of reviews. This study found that truancy often leads to lower academic performance and eventually school dropouts. Also, factors such as parent's education, income, availability of textbooks, libraries, practical laboratories and teachers all contribute to the academic performance of the students. According to this study, learners who are exposed to all of the above-mentioned elements do better than students who are not exposed to such factors. As a result of this research, it was determined that all of the aspects described should be closely monitored in order to suit the demands of students, which would help them improve their academic performance.

**Oliva (2021)** conducted research to learn about the study habits and academic performance of science students. He evaluated the study habits of students and using a descriptive correlational method the researcher found that pupils had a moderate degree of study habits in terms of learning desire, time management, note, reading skills, and so on. The study also discovered that all of the variables examined had a significant impact on the academic achievement of the pupils.

**Beharu (2018)** identified various psychological factors that affect the academic performance of the students. Conducting a study on 16 students selected purposively, the author analysed the role of self-efficacy, intrinsic and extrinsic motivation, stress level and anxiety in predicting student's academic achievement. The results of the study gave the conclusion that students high on self-efficacy also showed higher intrinsic motivation and had lower test anxiety and stress as compared to those who had lower self-efficacy. The study summarized that lack of motivation, test and exam anxiety, lack of counselling and

guidance were some of the important contributing factors affecting student's academic performance, also, this study shed a light on how teachers and counsellors in school can help academically weak students by assigning them the task that would not only help them to progress academically but also build their future profession.

**Suman and Gupta (2017)** in their study discussed that students' academic achievement and study habits are influenced by a variety of factors. In the study, the authors, identified the impact of metacognitive skills, locality to which the students belong and the gender in determining academic achievement and study habits. Using a descriptive research method and 3-way ANOVA, the researchers concluded that meta cognitive skills, learning and thinking styles, locality and gender did had a significant effect on the academic achievement of the students, also, the study explored the double interaction effects of meta cognitive skills, locality and gender which were found to be not significant, but, when the authors, identified the triple interaction effect the variables came out to be significant. The study also looked into the impact of learning and thinking styles on students' academic progress and found that they had a substantial impact. In terms of study habits, the data demonstrated that meta cognitive skills and location do have an impact on students' study habits; however, the study did not detect any gender disparities in students' study habits, however, the study did not identify any gender differences in the study habits of the students. Hence, this study did provide an insight into how cognitive and psychosocial factors have impacted the study habits and academic performance of the students.

Some of the key causes for low academic performance and dropouts among students, according to **Da Silva et al., (2017)**, include sociodemographic, psychological, and academic functioning. Based on data from 2,466 first-year students at a Canadian institution, English as a first language, immigrant status, and poor early academic accomplishment predicted poor performance later on. Having a higher CGPA in one term predicted better year achievement and, as a result, better performance across the course of the study. Dropout risk was associated with poor academic performance. Males were shown to have lower academic performance than females in both Canadian and overseas pupils. As a result, certain key predictors of poor academic performance among students were identified in this study.

**Bergey, Deacon, and Parrila (2017)** In their paper, they looked into the impact of metacognitive reading and study strategies on university students' academic success. The

researchers tested students who had or did not have a history of reading difficulties. The researchers discovered a group of university students who had a history of reading difficulties and limited reading skills, putting them at risk of low academic performance and exclusion.

**Alani, Lesani, and Mahadavinia (2017)** investigated the study habits of medical and paramedical students and how they influenced their academic performance. In their study of 250 medical and paramedical students, the authors discovered significant differences in study habits between the two groups, with the majority of students in both groups having average study habits. When the authors looked at gender differences, they observed a substantial link between genders, with girls having better study habits than boys. As a result of the findings, medical students' study habits are important, and they should be trained to enhance their study habits and procedures.

In their research, **Onabamiro and Odunlami (2017)** found a link between study habits and academic achievement among Nigerian students. The researchers wanted to see if there were any differences in academic achievement between boys and girls. The scientists discovered a substantial difference in academic performance between male and female students using the t test and correlation, with males outperforming females.

The impact of students' utilisation of library resources on their academic progress was observed by **Ogunleye (2016)**. The authors discovered a substantial link between library use and student academic accomplishment using a survey research design, finding that students who used the library wrote better academic assignments, had better academic information, and fared well in school works. Furthermore, this research established that providing students with counselling and assistance regarding the use of school libraries helps them appreciate the relevance of libraries, hence increasing academic accomplishment.

**Sikhwari (2016)** did a study to look into disparities in study habits, study attitudes, and academic achievement among 12th graders. The results of the study, which used a qualitative cross-sectional design, revealed that students who scored high on study habits and attitudes had higher academic achievement than students who scored low on the two variables; however, this study yielded contradictory results in terms of examination success, as study habits and attitudes were found to have no significant impact on examination success.

**Adebayo (2015)** in the paper investigated the impact of time management on students' academic achievement at the higher education institutions of Nigeria and found that procrastination, prioritisation, and planning were major indices that influenced students' success in school in terms of time management. The results of the study recommended that students be mindful of time when performing academic activities in order to achieve high levelsof academic achievement.

**Tyagi and Kumar (2014)** Some of the psychosocial elements influencing academic accomplishment include overall mental ability, study habits, reading ability, and socioeconomic status. The authors observed that intelligence quotient and academic performance are positively connected, and that study habits and academic achievement are related. They chose students at random from class VII for their study. Reading ability, socioeconomic level, understanding, and concentration, among other things, were discovered as characteristics that positively linked with academic performance.

**Roman (2014)** in the study identified various causes of academic failures as faced by students. The author identified social, school and various bio-psyche factors that often leads to school failures. Further, the author identified various difficulties faced by the students that may lead to academic failures such as difficulties of somatic nature, intellectual difficulties, learning difficulties etc. this study also identified various aspect of removing difficulties like developing success and reward initiatives and increasing confidence in students.

In the analysis of **Adenike (2013)** on how a student's family type has an impact on the academic achievement. A correlational study was conducted among 300 respondents based in Nigeria and the results revealed significant relationship between academic achievement, familytype and student's academic motivation. This study also discovered that the pupils' socioeconomic background had a significant impact on their academic achievement. The study's findings revealed a considerable variation in students' academic achievement based ontheir family type. However, the study found no significant disparities in academic achievementbetween boys and girls. This study had implications in the fields of teaching and learning as well, since it provided a better understanding of how a child's social interactions within the family might affect his or her personality.

**Sunday and Oyeniya (2013)** identified numerous student correlates that contribute to students' academic achievement. The impact of such correlates in the field of biology was investigated by the researchers. The researchers discovered a strong association between student factors like attitude toward the subject and academic achievement utilising a descriptive survey study type and stratified and simple random sampling on a sample of 400 students. It was also shown that good study habits help students do better in school. In the topic of Biology, no significant gender disparities were discovered in this study.

**Richardson, Abraham and Bond (2012)** conducted review of researches to identify various psychosocial correlates that affect the GPA of university students. The authors discovered certain correlates of GPA over the course of 13 years of research. The results derived from univariate analysis showed that demographic and psychosocial contextual factors correlated less with GPA, non-intellective constructs such as need for cognition also having a goal for achieving a particular grade and regulating the effort were correlated with the GPA, however, performance self-efficacy correlated strongly with GPA.

**Kostantopoulos and Cheng (2011)** identified the effect that teachers have on the students belonging to the grade 4. The authors identified the effects of teachers on females, minority and lower socio-economic status. The results of this study clearly showed that teachers do affect positively for the students in the subjects of mathematics, reading and science. Hence, this study supported that having effective teachers in previous grades does indeed influence the performance of the students in the next grade for all the students. Therefore, this study concluded that although positive teachers do affect all the students, but no evidence was found on any differential teacher having an effect on the minority and disadvantaged students. Also, this study did not identify how the effectiveness of teachers can contribute to the academic performance of the students.

**Aanu and Olatoye (2011)** investigated how use of library resources impacts student's study habits and consequently academic performance. The authors examined the influence on 360 students randomly selected from the State of Nigeria and adopting an ex post facto research design and using regression analysis to assess the data, the authors, concluded that library resources combined with effective study habits did significantly predict the achievement of the students on science. This research also found that students' utilisation of library resources fosters healthy study habits.

**Abidin et al., (2011)** traces the development in the field of academic achievement by identifying the role of learning styles. The authors of this study attempted to establish a link between learning styles and academic success. On a sample of 317 secondary school students, the authors, assessed the student's academic achievement on 9 different learning styles used by students through a questionnaire. After the analysis of data the authors found that large number of students reported having multiple learning styles with physiological dimension of learning style like auditory and visual being preferred by the students. The results of this study also showed that students who are high achievers are able to manage their study workloads and can effectively do multitasking. Also, students in this category prefer group learning than those who are low achievers which enables them to indulge in peer group interaction and opportunity to discuss and apply everything that they learn. This study enabled further researches to understand the importance of learning styles and how teachers and educators can identify such learning styles for developing effective teaching methodologies.

In their longitudinal study, Ning and Downing (2010) revealed connections between learning experience, study behaviour, and academic achievement. The authors' main purpose was to look into the relationship between students' learning experiences and study habits, as well as the impact these factors have on academic accomplishment. The authors discovered a significant positive link between learning experience and study behaviour, as well as a favourable relationship with academic success, using Structural Equation modelling. Also, the study reported that students who had better learning experience beforehand reported higher scores in the usage of study strategies, hence, leading to better study behaviour. This study opened ways for educators to review their teaching practices and laid emphasis on both teaching quality and course designing to be an important factor in quality of learning and performance of students.

**Yip (2007)** also investigated the differences between students who were high and low achievers. The study was conducted on 180 Hong Kong university students. The results of this study revealed that the study strategies used by high achievers were different from low achievers. In terms of gender differences, this study also revealed significant gender differences with females achieving higher than their male counterparts. Also, this study significantly predicted that study strategies are an important determinant of academic success. The researcher discovered that pupils who are self-assured and self-motivated devote more time and effort to learning and, as a result, achieve higher academic success.



This study gave way to the educators to teach and help students develop good learning attitude, teach self-motivation which ultimately will lead to develop better learning strategies and further increase academic achievement of the students.

**Proctor *et al.*, (2006)** studied the study skills profiles of the college students who were normal achieving and those who were struggling academically. Using, the “Learning and Study Strategies Inventory (LASSI)”, the researchers made comparisons among students in terms of GPA, learning disabilities, clinic referred students with learning disability and also students who were send for psycho education for evaluation of academic difficulties. The results of the study gave the conclusion that all these groups displayed weakness in the areas that were identified. The researchers further concluded that students who experienced any kind of academic difficulty did show some lack of study skills, also the study skills differed significantly for students thus identified when compared with their normal counterparts. This study paved the way for college services to intervene early and work with such students.

**Friedman and Mandel (2009)** conducted a study in which the researchers used expectancy and goal setting theories to understand the motivational factors that motivated the students to perform well in college. The results of the study suggested that the higher a student scored in tests like SAT and having higher GPA were some of the important factors the predicted the academic performance of the college students.

Some other psychosocial correlates affecting the academic performance of the students was seen in the study conducted by **Trockel, Barnes and Egget (2000)**, in which, the authors analysed the effect of several health behaviours on the GPA of the students. The results from the study revealed that sleep habits produced large amount of variance in GPA with students waking up late had lower GPA's. However, no significant correlation was identified by the authors on time management and perceived social support on the GPA of the students.

Since, academic performance is one of the important predictors of educational quality and student comprehension (Lawrence, 2014), and an important predictor of student's success, therefore, it becomes important to identify ways in which this variable can help students. Working on factors that can help to improve academic performance of the students is the need of the hour which further can help educators and policy makers.

## 2.4 Review on Counselling and Eclectic Counselling

Counselling in the field of education and most particularly in schools has emerged and has become popular for more than a century. It was popularized as a result of various socio-political changes that happened over the world especially in the United States (Akos, Jain & Gurjar, 2014). India, over a period of time also witnessed various changes in its socio-political system which ranged from economic reforms to changes in the family system, increased divorce rates and single parenting have given rise to an increase in the need of counselling in the Indian context. All these changes have given rise to the importance of counselling in India. As a result, counselling acts as an external support to address the needs and problems of the school going children and adolescents (Jain et al., 2019). Therefore, this review will identify the importance of counselling in the educational sector and also look at opportunities and problems faced by the counsellors in the education sector. Furthermore, this section will also focus on how introduction of various counselling intervention can help adolescents in alleviating the psychological distress faced by them in their day to day life.

**Tejada-Gallardo et al., (2020)** identified the role of positive psychology interventions in schools and investigated the effect such interventions have on the psychological and subjective wellbeing of adolescents. The results of the study showed that students who received school- based multicomponent positive psychology therapies had improvement in their subjective and psychological well-being and also a reduction in their depressive symptoms. Therefore, this study aptly describes the role that school counsellors, practitioners and education policy makers can play where, psychological interventions are implemented as a part of regular school curriculum, so as to ensure a positive mental health in schools.

**Arfasa and Weldmeskel (2020)** discussed the different techniques and challenges of guidance and counselling services in secondary schools in Ethiopia's region. The authors further concluded that very few schools actually had guidance and counselling centres, possibly, due to the lack of understanding of the importance of counselling in schools. Moreover, the study also revealed the absence of trained counsellors in schools. This study also shed a light on the provision of the guidance and counselling services available in schools which showed that any counselling services like bringing behavioural change, family guidance, helping students make future career plan all seemed to be insignificant, to which the author cited the reason as lack of professional knowledge among guidance and

counselling personnel. Therefore, this study has given a way to highlighting the importance of preparing professional counsellors and also upgrading their knowledge and skills so as the situation of counselling services could improve further.

**Michelson et al., (2020)** investigated how brief transdiagnostic problem solving intervention was effective in addressing common adolescent mental health problems. The study was conducted on adolescents of government-based schools belonging to low income communities. Participants were assigned to groups randomly with one group getting a brief counsellor led intervention and another group being delivered problem solving strategies through printed material only. The results of the study expressed effectively that the groups that received counsellor delivered problem solving intervention along with printed material showed a significant improvement in the mental health problems as compared to those who did not received any such kind of counselling or who received counselling only through printed materials rather than specific counselling sessions. This study, hence, paved a way towards an understanding that counsellor derived intervention can always be considered as first line intervention towards dealing with mental health problems of adolescents.

**Paolini (2019)** considers an article on the important role that school counsellors play in helping students to be prepared for the workforce after they complete their education. The author summarizes the article by citing various role and responsibilities performed by the school counsellor, which includes working with parents, students and various stakeholders. This article identified that school counsellors should also work towards helping the students develop leadership skills, regulating their emotions etc.

To identify the importance of counselling in schools across gender, **Kanga (2017)** conducted a study in the schools of Kenya, the study involved a descriptive survey research design and through simple random sampling the sample population was selected. The author's findings did not appear to support the hypothesis as in the study no significant gender differences were observed, thereby, concluding that the effectiveness of guidance and counselling programs did not prove to be significant when it came to gender. The reasons listed by the author for such a result was that mostly females were appointed as the in charge of guidance and counselling even for males and also the lack of handling counselling related issues. Still, certain recommendations made by the author made it necessary for schools to customise their guidance and counselling programs to be suited for the needs of their students based on the gender.

To identify the effectiveness of counselling sessions influencing academic performance, **Bolu-Steve and Oreduguba (2017)** using, descriptive survey design, identified guidance and counselling session`s impact on the students. The results of the study did confirm that counselling services thus provided in schools do have an effect on the perceived academic performance of senior secondary school students.

**Karnik and Shasrabudhe (2017)** in their research presented a case of 15-year-old adolescent who had negative peer interactions as well as brought up in a household of authoritarian parenting style. The case study focused on the use of eclectic counselling approach by the counsellor, where, the counsellor used various techniques to meet the needs of the client. The conclusion of the study led to the fact that counselling sessions if given over a period of one month yielded positive results for both the client as well as the client`s family.

**Biasi et al., (2016)** investigated the effectiveness of university counselling in improving the academic outcomes and wellbeing of students. The authors found conclusive outcomes when the 66 participants who completed the counselling session with further follow up sessions as well showed a significant improvement in the symptoms of Anxiety, Depression, decrease in thought problem, hyperactivity, aggression etc. Also, these students exhibited a significant recovery with regard to their academic performance. This study claimed that psychological counselling services provided at such levels enables the students and gives them an opportunity to have an access to guidance and support that may be required in order to reduce stress and other psychological conflicts faced by them. Also, this study has given a way to consider counselling intervention to be particularly helpful to reduce student university drop outs.

**Venkteshan and Shyam (2015)**, did an exploratory cross sectional study in the state of Karnataka and found out that the roles and duties of the counsellor are vague and undefined, also their results revealed that there seemed to be a huge disparity between the expectations of the school counsellor and that of the parents and teachers, where, school counsellors wanted to work on student`s problems and issues, the teachers and parents expected the school counsellors to focus on academic advising, student discipline, conflict resolution etc, also, sometimes the school administration expected the school counsellor to

assist in the school admissions and staff development. Similar results were also found in the study of **Sydow and Reimer (1998)** regarding the attitude towards the psychotherapist, psychologists and psychiatrist and found out that the relative status of the above mentioned was indeed ambiguous. Because of this vague nature of counsellors and psychotherapists, perhaps, becomes one of an important reason for not consulting counsellors in schools.

**Karatas and Kaya (2015)** in their study on Turkish education system found that the school administrators play a very important role in making the counselling system of the school efficient. In their study, they found a very positive role of the school administration, also, through their study they claimed that the quality of school counselling varies from different aspects and depends on several factors like the responses from the school administration in adopting the school counselling program.

**Biasi et al., (2015)** overviewed the effectiveness of a “Drawing recall” technique used in university counselling services. The participants in the study were asked to recall some stressful situations they have been involved in at some point in their lives and represent them in drawings. The authors observed significant differences in the drawings after counselling conversation of about 50 minutes, indicating a change in the participants thereafter.

**Boinwell, Osin and Martinez (2015)** conducted a study which focused on developing a curriculum that focused on the personal wellbeing of the students. The authors of the study wanted to identify the efficacy of happiness and wellbeing in adolescents as per the subjective wellbeing perspective. The study employed a non-randomised control group design and the results showed that personal wellbeing lesson program if employed in schools, often controls the rapid decline of wellbeing in school children. Also, this study provided support for how the interventions administered contribute positively to the self-awareness and personal transformation. Therefore, this study is a great way of demonstrating that if happiness skills are introduced at school, it would help the student psychologically well.

**Sodhi and Kakkar (2014)** in their study have mentioned various factors due to which people avoid going to the counsellor, some of these factors were social stigma, fear of

emotions, treatment fears, myths surrounding the counsellor etc, also, the authors in their study identified the services expected from the school counsellor. Taking females as their sample, the authors found out that there are indeed inconsistencies between the awareness levels regarding the role of counsellors e.g. problems like suicidal ideations, learning difficulties and body image issues were all considered as not being able to help by the counsellor, whereas, the major role of counsellor was limited towards academic field such as giving career guidance or mostly dealing with relationship problems and depression; although the study did show subjects as having a requisite knowledge on how and when to find a counsellor.

**Somuah, Dankyi, and Dankyi (2014)** focused on university students' advice and counselling needs, emphasising how guidance and counselling services can help students with issues such as time management, teamwork, study habits, and studying technique. Students are recommended to learn a variety of study skills in order to manage their time and other resources in order to complete their academic tasks as a consequence of this research. Students that are counselled are also shown to be goal-oriented and perform well on tests and examinations, according to this study. As a result, students should be counselled on a regular basis to assist them in developing effective study habits.

**Camadan and Kahveci (2013)** did a study to identify how teachers and school administrators view the school counsellor, using a qualitative technique known as metaphor analysis, the authors, found that directing and orientation services were considered as an essential counselling services which included that the counsellor should direct students to the most suitable fields and profession. Other metaphors that were identified in the research included guiding, developing and problem solving, protecting etc. but the research also identified that some of the respondents had considered counselling services to be ineffective and thus showed no improvement, therefore, this study was an accurate analysis of how the school counsellors are viewed by the school administration and the teachers.

**Parhar, Kaur and Kaur (2013)** in their study focused on the guidance needs of secondary school students in India. The authors identified the sample of 200 males and female students belonging to rural and urban areas. The authors tried to establish gender and area differences in the guidance needs required by the students. Five guidance needs were identified by the authors, but, the authors could not establish significant gender differences in

the guidance needs of the students, but, the authors did find significant differences in the guidance needs of the rural and urban students, further stating that rural students needed more guidance as compared to their urban counterparts. Hence, this study also highlighted and emphasised on having adequate facilities for having guidance services in schools to understand the problems faced by the school students.

**Renuka Devi et al., (2013)** Through their study on 54 MBBS students significantly describes that providing counselling services to the students have proven effective for students, as, they were able to deal efficiently with some of their personal problems, moreover, regular counselling sessions did demonstrate an increase in the average marks scored by the students.

Similarly, **Hale (2012)** in a study conducted on understanding teacher's knowledge of responsibilities of school counsellor maintained that for a successful implementation of school counselling program, school counsellors need to be conscious of what perception towards counselling the stakeholders of the school have, also, if the teachers of the school are presented with a brief information about school counselling services it will help them understand the exact roles and responsibilities of the counsellor which otherwise seems vague.

**Dogan (2012)** did a study on Turkish University Students regarding the needs of counselling. In terms of gender, the author found out that females were more likely to consult for counselling services as compared to males, moreover, female students had more problems as compared to males and females viewed counselling to be more beneficial than their male counterparts.

**Whiston et al., (2011)** have concluded that children who are provided mental health services within their schools can show a considerable improvement in their academics as well as cope up considerably well in their personal/social lives.

**Shaterloo and Mohammadyari (2011)** claimed that an effective counselling program is an essential aspect of any school environment, hence, an important element of improving student's academic achievement. The authors, further explained that having some academic support programs can help students by providing them some strategies to improve their academic performance.

**Bryan et al., (2011)** identified the effect of counselling the students in high schools on college application rates. This study investigated the effect of student's contact with school counsellor for receiving college information. The author's study supported that wide range of college related variables indeed influenced the college application process. This study provides insights into planning of various strategic school counselling interventions that are related to academic achievement. Hence, this study made a way towards understanding the importance of high school counselling. This study also made an important contribution as to how school counsellors serve as a source of an important social capital when college application process is concerned. This study made valid implication and made the role of school counsellor even important as they were responsible to reach and prepare not just the students but their families as well in providing information about colleges at least by 10<sup>th</sup> grade, also, to create a college going culture within school with the help of different interventions and support to help students devoid of any kind of higher education.

**Mehmood et al., (2011)** in their article have identified how student counselling can be beneficial for educational institutions. Using case study, interviews and document analysis from the government colleges of Pakistan, the authors made a point to analyse how presence of a student counsellor can be beneficial for the students. The findings revealed that having a school counsellor, helps students discuss and understand problems and create new strategies to solve them, also regular counselling help clients and allow them to look at problems from different perspectives, also, through counselling students can overcome bad habits and can take steps for improving their life situations.

According to **Mutsotso and Abenga (2010)** having good study habit often leads to enhanced academic achievement among students, hence, counselling on the development of effective study skills will eventually lead to an improved academic performance.

**Carey and Harrington (2010)** published a report and compiled the results which provided valuable information on school counselling programs for a more favourable student outcome. The results provided some important findings which showed that school counselling in high schools do contribute to some important educational student outcomes as through school counselling, maths and reading proficiency increased, attendance rates increased, suspension rates got lowered etc, therefore, school counselling added to the values of education of students, thus, enhancing their performance. This report further suggested that



student to counsellor ratio does impact a counselling program. Thirdly, the school counselling programs, when, they are conducted in an organised manner also influences the efficacy of counselling sessions. Lastly, this report also showed that if counsellors chose interventions based on career development, it most often leads to producing positive academic outcomes.

**Bryan et al., (2009)** in their research investigated the characteristics of students seeking out professional school counsellors in order to obtain information about college admissions. Using 4,924 students as the sample of the study from the 12<sup>th</sup> grades of the schools located in the United States, the authors through the use of logistic regression analysis tried to examine the effect of various variables like parental involvement, perceived counsellor's aspiration on students, counsellor's contact information. The authors further concluded that significant differences existed amongst those who contacted the counsellor than those who did not. The results further explained that African American females were more likely to contact the school counsellor. This study also gave interesting evidences as to how socio-economic status affects the student counsellor interaction. This study also highlighted certain factors that the school counsellor must be mindful of during counselling, factors, such as gender, race, ethnicity and socio-economic status. Also, school counsellors should be aware of all the admission requirements to all kinds of colleges and universities. Also, through this study it has become clear that that school counsellors while counselling should create an environment that meets the need of the students.

**Hussain (2006)** Using a pre-test post-test control group design, the author created a guidance program where the experimental group was given guidance services every day for 40 mins along with a group guidance service session as well, also 10-30 mins of individual counselling sessions were also arranged. The researcher found promising results signifying positive study habits and attitudes and such students did show improvement in the academics as well.

Looking at the above review, it can be identified that designing an effective counselling program and implementing that in the school settings does help the student. Various studies (Agi & Amadi, 2015., Mutsotso and Abenga (2010)., Hussain, 2006) etc have shown how counselling services can help the student's life in improving academic performance, also, certain counselling techniques like study habits modification, group

counselling etc can help to improve the performance (Agi & Amadi, 2015). Therefore, having an intervention-based strategy that incorporates the use of eclectic counselling approach is necessary to help improve the variables used in the present study.

## **SUMMARY OF THE REVIEW**

On studying the importance of study habit, Siddiqui and Ali (2018) have mentioned that developing effective study habits are important for students as they contribute immensely to student's learning. Yadav, Ansari and Savant (1999) also identified that having effective study habits contributes to the development of perceptual capacities among students.

In terms of psychosocial factors affecting study habits and academic performance, studies by, Beharu (2018); Suman and Gupta (2017); Agrawal and Teotia (2015) identified the role of factors such as self-efficacy, motivation, stress level, anxiety, academic achievement, socio economic status etc. all contribute significantly to the study habits of the students.

In studies pertaining to the role of counselling in educational sector, Arfasa and Weldmeskel (2020) brought into light the absence of trained counsellors in some regions of Ethiopia, The studied by Michelson et al (2020) investigated how interventions given by the counsellor were more effective in improving the mental health problems. The study of Paolini (2019) showed the role of counsellor in helping students enter the workforce after they complete the education.

The importance of counselling in improving the academic outcomes and wellbeing of the students has been effectively portrayed by Biasi et al., (2016) which showed a significant improvement in the symptoms of anxiety, depression, hyperactivity and aggression in students followed by counselling session, also this study showed how counselling proved to be beneficial in improving academic performance.

In terms of the role and duties performed by the counsellor, most studies, Veketeshan and Shyam (2015), Camadan and Kahvenci (2013), Sydow and Reimer (1998) showed that the role of school counsellor often appeared to be ambiguous and vague as mostly school counsellors were given administrative tasks instead of the regular counselling; moreover, some of the services provided by the school counsellors were considered to be ineffective.

Looking at the gender differences in counselling, Parhar, Kaur and Kaur (2013), Dogan (2012) found that some gender differences did exist in counselling, where, females were

more likely to consult the counsellor as compared to their male counterparts.

Considering how counselling has been useful in improving academic performance; Shaterloo and Mohammadyari (2011), Renuka Devi et al., (2013), Bryan et al., (2011), Mehmood et al.,(2011), Mutsotso and Abenga (2010) have identified that regular session with students have shown to not only improve the academic performance but also mental health of the students.

## **RESEARCH GAP**

The impact that study habits have on academic performance is well known and is well established by various researches. Also, from the above review of literature, the role that counselling plays in a student`s life has also been understood. Various studies have also proved that if students who are not performing well academically or who have poor study habits if are given regular counselling sessions in schools do show some improvement in their study habits and academic performance. From the above review, significant reviews specifically focusing eclectic counselling and using this technique to show improvements in study habits and academic performance have not been studied well, as a result, the purpose of this study is to close the gap by presenting evidence for enhancing the two variables employed in eclectic counselling among Indian students. Therefore, these gaps that are present in the existing literature has been instrumental in the formation and development of present study.

## **SIGNIFICANCE OF THE STUDY**

The purpose of this study was to see how counselling services can benefit schoolchildren and how they can help them improve their study habits and academic performance. Since academic performance is one of the most important variables that defines a student's overall progress in school, several studies have shown that a student's academic performance is influenced by a variety of factors, one of which is study habits. Poor study habits have been demonstrated to impair not only a student's enthusiasm to study, but also their academic accomplishment. In such scenarios, counselling services have proven to be useful in helping students cope with such problems. Various, counselling approaches can be used to help students develop good study habits, which will eventually help them to excel in their studies and also reduce burden on them. Therefore, this study entitled "Effectiveness of Eclectic Counselling Approach in improving Study Habits and Academic

Performance of School Children” has tried to discover various eclectic counselling approaches that have helped the students in improving their study habits and academic performance.

### **OPERATIONAL DEFINITION**

**Study Habits** are referred to as those habitual actions or behaviours that a student performs to learn the subject matter.

**Academic Performance** refers to the outcomes that show how far a pupil has progressed toward specified objectives. It signifies the culmination of all of the students' hard work.

**Eclectic Counselling** refers to any counselling theory or practice that is not following any one system, but selecting and using whatever is considered best in all systems.

*Chapter-3*  
*Methodology & Procedure*



## **CHAPTER III**

### **METHODOLOGY & PROCEDURE**

#### **3.1 INTRODUCTION**

A research proposal is a structured document, that enables the researcher to plan and structure the research work. It is a kind of framework that enables the researcher to make a road map of how the research will proceed further. A research proposal acts as a guide for the researcher which allows the researcher to identify appropriate research design, kind of research methodology to be used, the population and sample of the study, tools to be used for data collection, the techniques to be used for data analysis and statistical measure to be used to interpret the data. In this chapter, the researcher describes the research method, sampling procedures, procedures of data collection, sampling technique etc.

#### **3.2 PROBLEM OF THE STUDY**

The problem of present study was to identify “The Effectiveness of Eclectic Counselling Approach to improve Study Habits and Academic Performance of School Children”.

#### **3.3 OBJECTIVES OF THE STUDY**

The study was planned and conducted with the following objectives mentioned below:

1. To investigate the gender differences in study habits and academic performance.
2. To examine the significant differences between the control and experimental group in study habits before intervention.
3. To identify the significant differences between the control and experimental group in academic performance before intervention.
4. To assess the significant differences between the control and experimental group in study habits after intervention.
5. To ascertain the significant differences between the control and experimental group on academic performance after intervention.
6. To probe the relationship among study habits and academic performance among school children.
7. To find out the role of study habits as a predictor of academic performance in school children.

#### **3.4 HYPOTHESES**

In order to meet the aim of the study following hypotheses were formulated.

### **Rationale for Ha1**

Various studies Fazal et al.,(2012); Sunday and Oyeniya., 2013; Ahmad and Razia., 2015 have identified significant gender differences in terms of study habits and found that females often have better study habits than their male counterparts. Studies providing evidences of gender differences in academic performance were conducted by Suman & Gupta (2017); Yip (2007) which showed females achieving more academically than their male counterparts, therefore, these existing gender differences in the study habits and academic performance led to the formation of the following hypothesis.

Ha1: There exists a statistically significant gender differences in relation with study habits and academic performance among school children

### **Rationale for Ha2**

Study habits refer to how a student studies, whether systematically or inefficiently (Good, 1973). According to Ogbodo (2010), students who are counselled regularly are found to be more result oriented and participate in all tests and examinations than students who did not received any such counselling. Also, Hedin & Kann (2019) investigated the effect of study skills module to be included in an educational program of the students which ultimately led students to analyse and further improve their study habits, which more or less remained unchanged if any such study skill module was not introduced. As the above reviews showed that any kind of intervention might improve study habits, hence, the following hypothesis was formulated.

Ha2: There would be no significant differences between the control and experimental group in study habits before intervention.

### **Rationale for Ha3**

Academic performance refers to the “outcomes that indicate the extent to which a student has accomplished specific goals.” It also represents the end results of all the efforts exercised by the student. Turner & Berry (2000) showed an increase in academic progress of students after the counselling as compared to students who received no counselling. Also, Biasi *et al.*,(2016) showed that students who completed counselling sessions along with follow up sessions did show significant improvement in their academic performance as compared to those who did not completed their counselling sessions. Similarly, Shaterloo & Mohammadyari (2011) also found that students who were provided with strategies on improving academic performance did showed an improvement as compared to those who



were not provided with such strategy. Therefore, keeping in view the above review of literature the following hypothesis was formulated.

Ha3: There would be no significant differences between the control and experimental group in academic performance before intervention.

#### **Rationale for Ha4**

Study habits refers to the habits that students perform during their school years and these habits effectively contribute to the student's success in academics, as mentioned by Siddiqui & Ali (2018) developing efficient study habits are crucial for students as they contribute to a large amount of student's learning. Study Habits contribute significantly to the development of knowledge and perceptual capacities among the students (Yadav, Ansari & Savant, 1999). Also, Ogbodo (2010) maintained that students who are counselled regularly on the role of effective study habits are found to be more result oriented and participate in all tests and examinations, this further creates an awareness among them to pursue regular and steady learning. Hence, keeping in view, the above-mentioned literature the following hypothesis was formulated.

Ha4: There would be significant differences between the control and experimental group in study habits after intervention.

#### **Rationale for Ha5**

In the study, Beharu (2018) examined how a lack of guidance and counselling services in schools can affect students' academic performance. Similarly, Biasi et al (2016) discovered that good counselling sessions frequently resulted in an increase in students' academic performance. Renuka Devi et al (2013) found that offering counselling services was useful in enhancing academic performance of medical students, hence the following hypothesis was constructed in light of the aforementioned research.

Ha5: There would be significant differences between the control and experimental group in academic performance after intervention.

#### **Rationale for Ha6**

Study habits and academic performance are positively correlated with each other as can be seen from the study conducted by Ebele & Olofu (2017), Mubararak, Tallat & Nasir (2017), Arora (2016). Osa-Edoh & Alutu (2012) also through their study brought into light the effect of study habits and academic performance and did find a significant positive correlation

among the two variables. Keeping in view the above reviews the following hypothesis was formulated.

Ha6: There is a statistically significant positive relationship between study habits and academic performance among children

### **Rationale for Ha7**

Study habits seems to be an important determinant of academic performance and hence, may positively or negatively affect academic performance (Cerna & Pavliuschchenko, 2015). Therefore, there might be a possibility that study habits may predict academic performance of school children. Studies by Nabizadeh *et al.*,(2019), showed that self-regulating and motivational learning strategies do contribute to increased academic performance. Muwonge *et al.*,(2018) also found that motivational learning strategies do influence the student's academic achievement. Similarly, Mukhtar, Muis & Elizou (2018) identified that students who are motivated to obtain better score do display time management, organise their information better and hence, show better academic performance. Keeping in view the above reviews the following hypothesis was formulated.

Ha7: Study habits will significantly predict academic performance in school children

### **3.5 RESEARCH DESIGN**

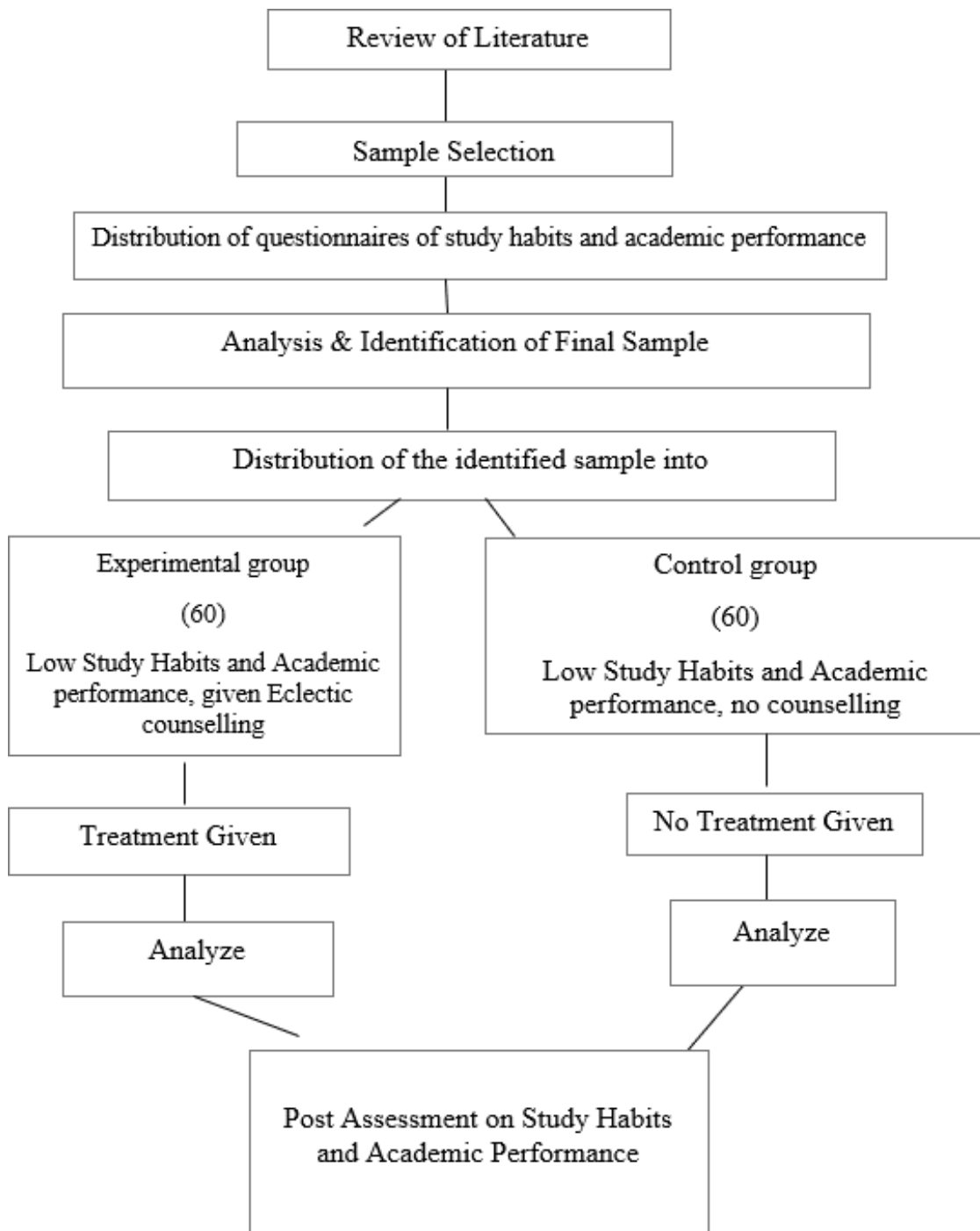
“Research design is the plan, structure and strategy of investigation confined so as to obtain answer to the research questions and control variables.” (Kerlinger, 1986).

A research design consists of a framework of various research methods and techniques that are chosen by the researchers to sharpen and identify the research methods that are best suited for the need of research. It is the research design which explains the type of research e.g. experimental, descriptive, correlation etc being used by the researcher. Having a research design makes it possible for the researcher that various research procedures are conducted as smooth as possible. A good research design allows the researcher to organise the ideas and gives him/her possibility to look for various errors and shortcomings.

In the present research quasi-experimental design was applied, it is a design that does not randomly allocate participants to experimental or control groups, A quasi-experimental design compares groups that are not created by random assignment, in contrast to a genuine experimental design, which assigns people to groups at random to guarantee that the groups are similar. When random assignment is impractical or unethical, this kind of

design is frequently employed. Further Pretest-Post test approach was applied in order to measure the outcome variable both before and after an intervention. This design makes it possible to evaluate changes over time, but it makes it more difficult to show causality because there is no random assignment.

### 3.6 RESEARCH DESIGN USED



### **3.7 RESEARCH METHOD USED**

As the purpose of this study was to identify the effectiveness of eclectic counselling approach to improve study habits and academic performance of the school children hence, the experimental method was considered appropriate. Eclectic counselling was given as a treatment to identify the differences in the pre-test and post-test phases.

### **3.8 VARIABLES ADOPTED FOR THE PRESENT STUDY**

Study Habits, Academic Performance and Eclectic Counselling were taken as study variables

### **3.9 MEASURING TOOLS USED IN THE PRESENT STUDY**

Data collection is an important aspect of research work and any kind of research and research depends on using appropriate tools, so the research can be meaningful. Data collection tools refers to various instruments that are used in order to collect data. For the present research, the data was collected using tools: -

1. Study Habits Scale (Rani and Jaidka, 2015)
2. Self-designed Academic performance questionnaire

#### **3.9.1. DESCRIPTION OF TOOLS**

1. Study Habits Scale devised by Dimple Rani & Dr. M.L.Jaidka (2015).

Study habits scale was constructed by Rani & Jaidka in the year 2015. It was developed to identify the study habits of the students. It consists of 46 questions to be answered in the form of 5-point Likert type scale to be answered from “Always” to “Never”. The total raw score ranged from 57 to 168.

**Reliability of the Scale:** - The reliability of the scale was measured using split half method. The test was divided into i.e. odd items and even items. The coefficient of correlation between odd items and even items was found to be 0.872 and was found to be significant at .01 level of significance.

**Validity of the Scale:** - The validity of the scale was established through content validity which was ensured through rational logical analysis of the experts and teachers at the stage of construction and showed that the test had content validity.

**Scoring:** - The scoring of the scale was done on the basis of five-point alternatives.

**Table No. :** Scoring Pattern of Study Habits Scale

| Sr.No | Types of Items | Always | Frequently | Sometimes | Rarely | Never |
|-------|----------------|--------|------------|-----------|--------|-------|
| I     | Positive       | 4      | 3          | 2         | 1      | 0     |
| II    | Negative       | 0      | 1          | 2         | 3      | 4     |

### **Interpretation**

Scores were assigned to the subjects on the basis of the responses and ranged from the raw scores of 57 to 168. The raw scores were then converted into z scores. After, converting into zscores, the students were further assigned to the levels of study habits ranging from extremely high to extremely low. The interpretation of the scale was done on the basis of norm table given in the manual.

**Table No-** *Interpretation of Study Habits Scale*

| Sr. No | Range of z-Scores | Grade | Level of Study Habits |
|--------|-------------------|-------|-----------------------|
| 1.     | +2.01 and above   | A     | Extremely High        |
| 2      | +1.26 to +2.00    | B     | High                  |
| 3      | +0.51 to +1.25    | C     | Above Average         |
| 4      | -0.50 to +0.50    | D     | Average/Moderate      |
| 5      | -1.25 to -0.51    | E     | Below Average         |
| 6      | -2.00 to -1.26    | F     | Low                   |
| 7      | -2.01 and below   | G     | Extremely Low         |

### **Instructions Given**

The following questionnaire is about various study habits that you might have and follow as apart of your regular study routine. It consists of 46 questions and has 5 options ranging from Always to Never. Don't ponder over a question and answer the very first option that comes to your mind after reading the question. Once, you are done with the questionnaire, be considerate of others and hand over the questionnaire to the researcher.

### **2. Description of Academic Performance Questionnaire (Self-Designed)**

The questionnaire consisted of multiple-choice items from five different subjects as prescribed by the CBSE board, namely, English (5 items), Hindi (5 items), Science (5 items), Maths (5 items), Social Science (5 items), making a total of 25 items. The test was

made with the help of the teachers teaching the respective subjects. The main purpose of making such test was to ensure objectivity. The scores of this test ranged from 0-100 marks with 4 marks given each to the correct response and 0 marks for the incorrect one. The age norm for the test was between 13-16 years.

**Reliability of the test:** - Since, reliability refers to the consistency of the test scores over a period of time, hence, to ensure the reliability of this test CBSE prescribed questions from the subjects mentioned were taken.

### ***Instructions Given***

The following questionnaire is about the academic performance and consists of 25 multiple choice questions each containing items from various subjects you are studying. The questions are designed as per the CBSE format. You have 40 mins to complete the questionnaire. If you have completed the questionnaire well before time, be considerate of others and hand over the questionnaire to the researcher.

### **3.10 SUMMARY OF ECLECTIC COUNSELLING USED IN THE RESEARCH**

Eclectic counselling is referred to the combination of two different techniques of counselling namely directive and non-directive. Eclectic counselling is based on being able to use a variety of ideas, approaches and practises to meet the client's requirement, but on the other hand it is also based on being able to apply a number of ideas, approaches, and practises to meet the client's needs.

The counsellor in eclectic counselling is neither overly active nor too passive. Before selecting the technique that will be effective for the client, the counsellor considers the client's needs and personality. Reassurance, information, case history, testing, and other strategies can all be applied.

In eclectic counselling, the counsellor might start with a directive approach but may later change to a non-directive approach depending on the situation of the individual (Roy, 2011).

Various studies (Agi & Amadi, 2015., Mutsotso and Abenga (2010)., Hussain, 2006) etc have shown how counselling services can help the student's life in improving academic performance, also, certain counselling techniques like study habits modification, group

counselling, family therapy, CBT, Mindfulness based techniques etc can help to improve the performance (Agi & Amadi, 2015). Therefore, having an intervention-based strategy that incorporates the use of eclectic counselling approach is necessary to help improve the variables used in the present study.

Since, eclectic counselling requires being able to use a variety of ideas, approaches and practises to meet the client's requirement and being able to apply a number of ideas, approaches, and practises to meet the client's needs, therefore, the present study based on each specific client's needs devised unique counselling intervention strategies that targeted each problem that contributed to poor study habits and academic performance.

The treatment plans included in the present research has been sourced from the book named "Adolescent Psychotherapy Treatment Planner", Fifth Edition by Jogsma *et al.*, (2014). The treatment planner includes the most recent research-backed, evidence-based interventions, as well as updated and enlarged bibliotherapy and research-related resources for each chapter topic. It also includes a Suggested Diagnosis section in each chapter, which serves as a useful transition from DSM-IV/ICD-9 to the newly mentioned DSM5/ICD-10 diagnostic codes and labels.

### **3.11 PROCEDURE OF THE STUDY**

Eclectic counselling was done for the students with special focus on study habits and academic performance. The counselling sessions were divided over 6-8 weeks sessions, with every client getting 1 session per week. The first sitting of the session focused on rapport building and case history taking. Through rapport building the client was made comfortable and through case history any psychological case was ruled out. The second session focused on identifying factors that led to poor academic performance and faulty study habits, this was done through in-depth conversation with the client and the use of efficient listening skills by the counsellor, throughout this conversation some other factors emerged, each of the factors were addressed through appropriate therapy (designed by Jogsma *et al.*, 2014) and home assignments were given to the client. Subsequent therapy sessions focused on doing the therapy, checking whether the client was doing home assignments and seeing whether the client was making progress. If the client was seen as making sufficient progress the session was terminated at 6<sup>th</sup> week and the client would be called for the follow up on the 8<sup>th</sup> week, if not the sessions continued till the 8<sup>th</sup> week until the client showed

improvement.

The positive effect of counselling sessions has also been seen in various studies. Tejada-Gallardo et al., (2020), Michelson et al., (2020), Mutsotso and Abenga (2010) have all shown how counselling in schools have improved the psychological well-being of the students.

Therapies like positive psychology-based interventions, mindfulness-based techniques, cognitive behaviour therapy, JPMR for anxiety etc. all have contributed to positive well-being of the students, hence, leading to an improvement in the academic performance of the students.

The procedure following the study is explained as follows: -

**Phase I:** - The phase I of the study started with reviewing of the existing literature to identify the gap in the field of eclectic counselling, also the researcher tried to review from the existing literature about study habits and academic performance and from the review found out various reasons for low academic performance and study habits. After finalising the topic, the researchers identified the schools from the district of Ludhiana and finalised three schools for the final collection of data. The researcher then asked for a formal permission for conducting the research from the school authorities and had an orientation meeting with the principal, school coordinator and the school counsellor where the objectives and methodology of the research were discussed. The schools agreed to give two hours daily for conducting the counselling session. The researcher had to report to the counsellor of the school, throughout the course of counselling process.

**Phase II:** - Phase II started with the researcher going to the school for the identification of the initial sample of the study. Students of classes 9th-10th of the three schools were given questionnaires on study habits and academic performance. Total 250 questionnaires were collected from the 3 schools. All the questionnaires were scored and students who scored low on study habits and academic performance were identified as a result 120 students were identified and then on the basis of odd and even method were randomly grouped into experimental and control group of 60 subjects each, further, dividing them on the basis of gender as 30 males and 30 females for both experimental and control group.

**Phase III:** - Phase III Started with the beginning of counselling session of the experimental



group and session 1 focused on rapport building with the client and significant information about client was collected. For rapport building, Psycho educational evaluation of the client was done, which included to identify the presence of learning disabilities, Psychological testing for current mental health status, hyperactivity, aggressive behaviours, Anxiety and depression, also psychosocial history including all key developmental milestones were gathered from the student's parents. Certain issues of age, gender or culture were discussed to understand the Student's problematic behaviours.

**Phase IV:** - After 6 to 8 weeks of counselling session for all students assigned to experimental group the students were again administered with the questionnaires on academic performance and study habits and results were compared.

### **3.11.1 Duration of Counselling Sessions: -**

The counselling sessions for each student was for a period of six weeks and included a list of customised therapy for each student. Since, major concern was on the improvement of study habits and academic performance, hence, most of the therapies focused on improving these two areas using some exercises, also, during rapport formation other problems emerged such as subject specific anxiety, family conflicts, peer pressure, anger issues, hyperactivity issues, lack of self-confidence, issues of mind wandering etc. These were also taken care of by the counsellor as a part of counselling session.

### **3.11.2 The Steps of Counselling**

#### **➤ Steps in eclectic counselling**

Step I: - Establishing rapport

Step II: - Diagnose the problem

Step III: - Analysing the case

Step IV: - Preparing a tentative plan for modifying behaviour

Step V: - Counselling

Step VI: - Follow up

➤ **Steps of Counselling: -**

**Step I:** - The counsellor started with the first step of establishing rapport with the student. The rapport building stage started after the students were identified for the counselling session on the basis of the pre-test questionnaire and analysis. The counsellor first introduced herself and invited the student to sit down. The counsellor ensured that the student was comfortable. The counsellor then started with conversation in order to reduce anxiety and watched for certain non-verbal behaviours to identify the emotional state of the student. The counsellor then used an informed consent form to obtain the consent for counselling from the Student. Once, the consent form was filled the counsellor then used an adolescent intake form to initiate the process of knowing the student and student's problem more, so as more insight could be developed.

**Step II:** - Step II moved on to diagnosing the real cause of problem, since, major problems that surfaced were of academic underperformance, hence, most of the therapies focused on dealing with that, but from the intake form used by the counsellor various other problems surfaced like parent child conflict, subject specific anxiety, mind wandering, self-harming behaviours, aggression, low self-confidence etc which were later taken care of by the counsellor.

**Step III:** - The counsellor then in session III, through more probing analysed various other reasons for low study habits and academic performance of the student, also, in this session the counsellor played a more passive role and used the listening skills in order to gain more insight into the problems being faced by the student and by the end of the session the student had gained some insight into what might cause the problem.

**Step IV:** - The IVth step laid more emphasis on the counsellor identifying whether student was ready to accept the problem and whether the student would play an active role in changing the behaviours that led to faulty behaviour. Once, the counsellor was assured that the student is ready to take responsibility of their actions the next step of devising the plan for modifying behaviour was analysed.

**Step V:** - Student was then made aware of factors causing problem behaviours and therapy plan was customised keeping in view the needs and constraints of the student. In this stage the counsellor played a more active role as the next sessions focused on giving therapies,

homework assignments that match the needs of the student. The student was also reinforced whenever he/she used to show progressive improvement in the behaviour.

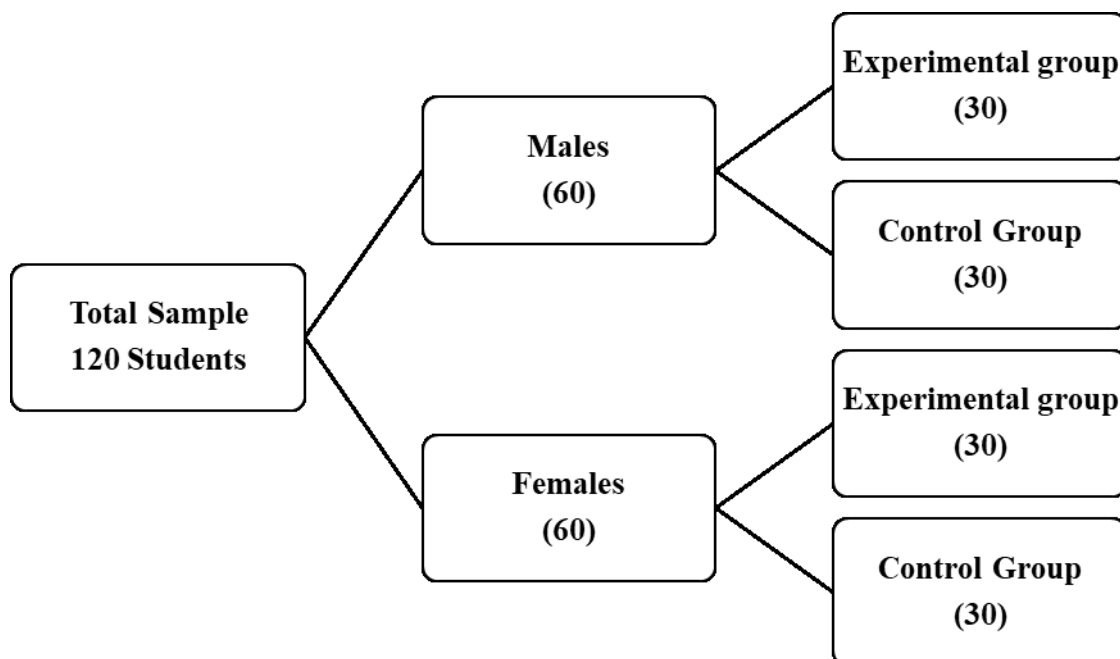
**Step VI:** - When the counsellor was confident of the change in the behaviour, the counsellor terminated the session and conducted regular follow-up sessions to make sure the student was staying on track.

### 3.12 PILOT STUDY

“A pilot study is the initial phase in the research methodology, and it's usually a smaller study that helps plan and modify the big study.” (Arnold et al, 2009). Therefore, it is appropriate that at least one test trial or pilot study is collected before the main data collection so as any necessary changes in the methodology or instrumentation can be done. It also helps to understand whether the language of the questionnaire or the instructions given are understandable. In order to carry out pilot study, the researcher printed and distributed the selected instruments among 100 adolescents in the age group of 13-16 years. The reliability and validity of the Academic performance questionnaire was established and the number of counselling sessions that were feasible for the final study were also determined.

### 3.13. SAMPLING DESIGN

#### Sample Distribution



### **3.14 SAMPLING TECHNIQUE**

A sample can be defined as a smaller set of data that a researcher chooses from a larger population by using a pre-defined selection method. Sampling helps the researcher to generalize the results back to the population from where the sample was chosen. Also, it becomes important that the sample chosen should be a representative of the population, hence, it is important that sample should be taken randomly in order to get authentic results. But, in some cases, it becomes practically impossible to assign the subject's in a random treatment, hence, based on non-random criteria, the researcher assigns the subject's non-randomly, such conditions occur in quasi experimental design, hence, in the present research as well the researcher based on the purpose of the study assigned the subjects to the treatment groups.

The present study was conducted on male and female students belonging to different schools of Ludhiana district of Punjab selected through convenience sampling. Using purposive sampling a total of 250 students were selected, who were then given questionnaires on study habits and academic performance. After, the collection of initial data 120 student were identified who served the actual purpose of the study, further, using odd & even method the student were further divided into experimental and control group.

The sample selection criteria were specific to the need of the study: -

- Age: - 13-16 years
- Gender: - male & female
- Class: - 9<sup>th</sup> and 10<sup>th</sup>
- Region: - Urban
- Inclusion Criteria: - Non-clinical cases and students who were identified as having poor study habits and academic performance
- Exclusion Criteria: - Students having any history of clinical psychological problems

### **3.15 SUMMARY**

The present chapter gave a clear understanding of the research design used, the objectives and hypothesis framed, the description of the tools used, sampling technique, the sample size taken for the study, techniques of data collection, procedure followed during the entire study and statistical design used for the conductance of the study.

*Chapter-4*  
*Results & Discussion*



## CHAPTER IV

### RESULTS & DISCUSSION

The current chapter concentrates on the discussion of the obtained results as well as the analysis of the obtained data, outcomes, and interpretation. The following are the findings, which are presented and debated: -

- i) Descriptive Analysis
- ii) Inferential Analysis

The objectives of the present study aimed at identifying the effectiveness of Eclectic Counselling approach in improving the Study Habits and Academic Performance of School Children. Sixty school students from ninth and tenth standard of Ludhiana District of Punjab state formed the experimental group and another sixty students from ninth and tenth standard from the same location served as the control group. The results of the study were analysed, tabulated and discussed below.

#### 4.1 DESCRIPTIVE ANALYSIS

**Table 4.1:** *Distribution of adolescent's scores based on variables used in study*

| S. No | Variable             | Sub Variable   | Number | Percentage |
|-------|----------------------|----------------|--------|------------|
| 1     | Gender               | Male           | 60     | 50%        |
|       |                      | Female         | 60     | 50%        |
|       |                      | Total          | 120    | 100%       |
| 2     | Age                  | 14 years       | 81     | 67.5%      |
|       |                      | 15 years       | 36     | 30%        |
|       |                      | 16 years       | 03     | 2.5%       |
|       |                      | Total          | 120    | 100%       |
| 3     | Study Habits         | Extremely High | 0      | 0%         |
|       |                      | High           | 0      | 0%         |
|       |                      | Above Average  | 4      | 3.33%      |
|       |                      | Average        | 77     | 64.2%      |
|       |                      | Below Average  | 30     | 25%        |
|       |                      | Low            | 09     | 7.5%       |
|       |                      | Extremely Low  | 0      | 0%         |
|       |                      | Total          | 120    | 100%       |
| 4     | Academic Performance | Above 50%      | 69     | 57.5%      |
|       |                      | 50%            | 20     | 16.7%      |
|       |                      | Below 50%      | 31     | 25.8%      |
|       |                      | Total          | 120    | 100%       |

From Table 4.1 it can be clearly seen that out of total adolescents (120), 60 adolescents (50%) were males and similar number of adolescents i.e. 60 adolescents (50%) were females. Therefore, the total sample of 120 adolescents, males and females were distributed equally.

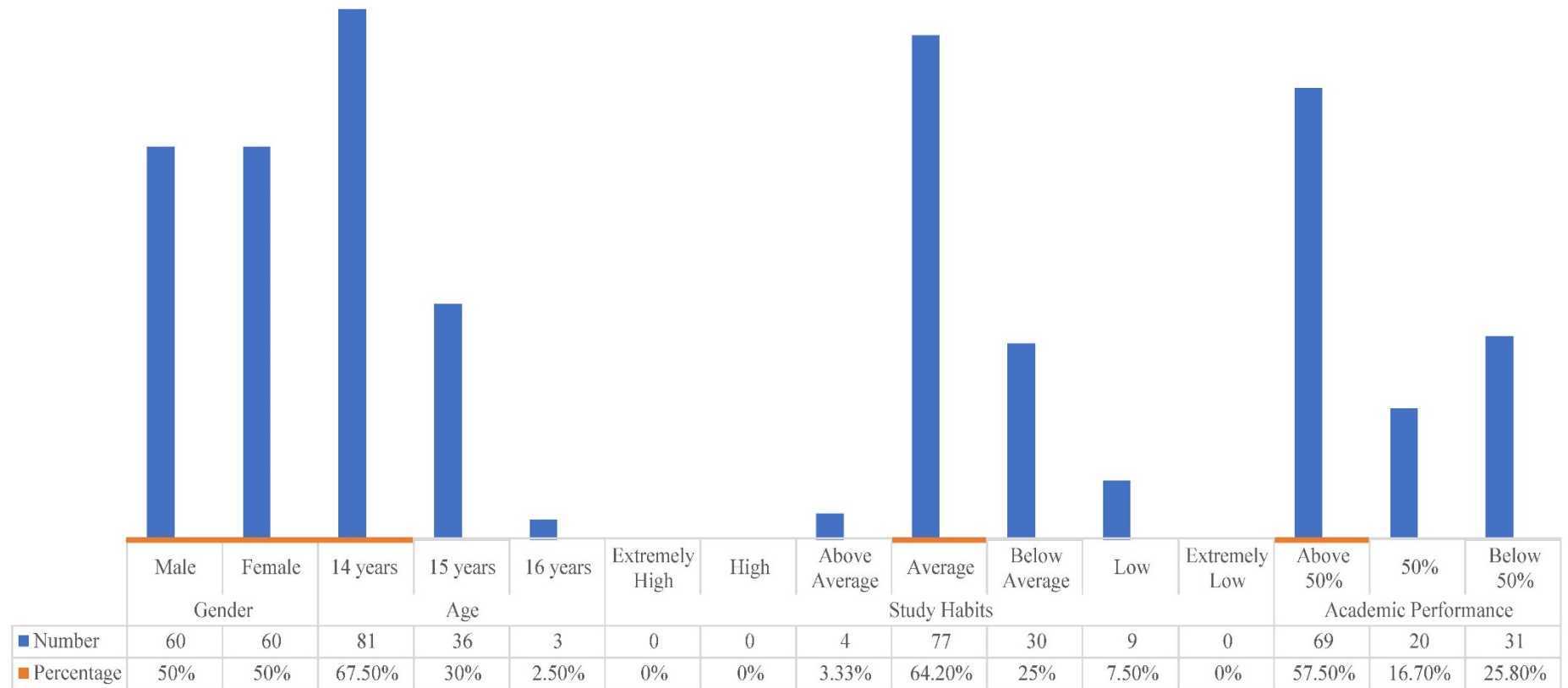
In terms of Age, it can be observed that out of the total adolescents (120), 81 adolescents (67.5%) belonged to the age of 14 years. 36 adolescents (30%) belonged to the age of 15 years and only 3 adolescents (2.5%) belonged to the age of 16 years.

Looking at the study habits of the adolescents, 4 adolescent (3.33%) displayed study habits that fall in the category of above average, 77 adolescents (64.2%) showed the study habits that were average. 30 adolescents (25%) displayed study habits that were below average, 9 adolescents (7.5%) displayed study habits that were low respectively.

In terms of academic performance, 69 adolescents (57.5%) scored an above 50% in the academic performance questionnaire, 20 adolescents (16.7%) scored 50% and 31 adolescents (25.8%) scored below 50% on the academic performance questionnaire respectively.



Figure 4.1: Distribution of adolescent's scores based on variables used in study



## 4.2 INFERENTIAL ANALYSIS

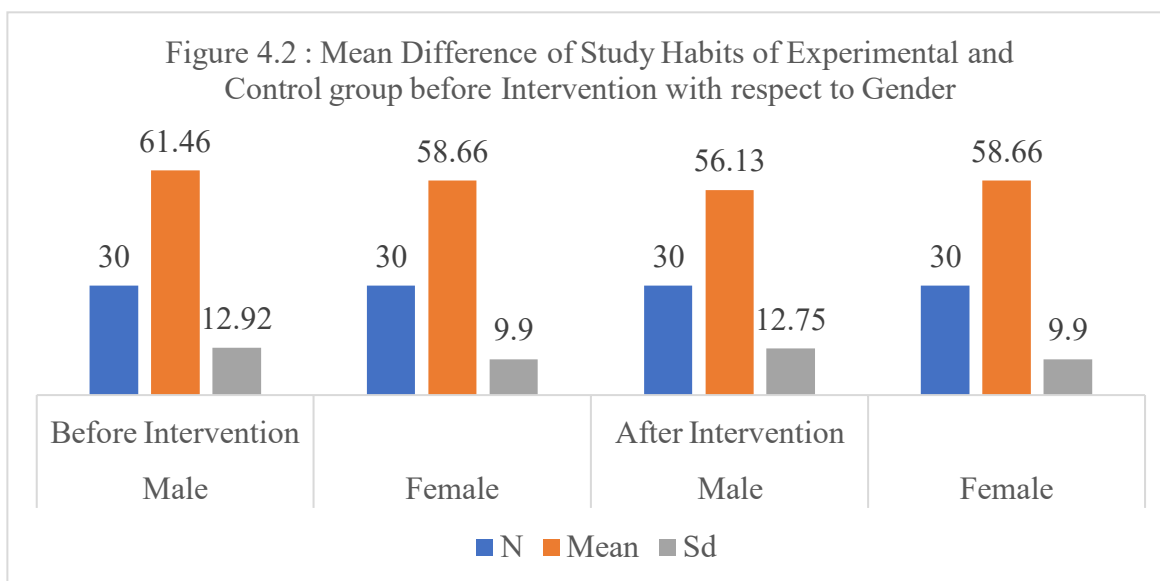
**Table 4.2:** Mean differences in Study Habits among school children before and after intervention in experimental group with respect to gender

| Factor       | Group  | Intervention | N  | Mean   | Sd    | t-value | p-value |
|--------------|--------|--------------|----|--------|-------|---------|---------|
| Study habits | Male   | Before       | 30 | 94.56  | 20.19 | 3.41    | p<.05   |
|              | Female |              | 30 | 109.36 | 12.46 |         |         |
|              | Male   | After        | 30 | 98.00  | 18.07 | 3.74    | p<.05   |
|              | Female |              | 30 | 112.76 | 11.77 |         |         |

The gender differences for the experimental group were assessed on study habits before intervention. The mean of the group is 94.56 with standard deviation of 20.19 for males and 109.36 with standard deviation of 12.46 for females. The computed t-value is 3.41 and the obtained  $p < .05$  showing significant gender differences in the study habits before intervention in the experimental group. Looking at the gender differences of the experimental group after intervention, the obtained mean value is 98.00 with SD of 18.07 for males and 112.7 with SD of 11.77 for females. The computed t-value is 3.74 and the obtained  $p < .05$ , proved the hypothesis that there exists a statistically significant gender differences in relation with study habits among school children. The results are also consistent with the studies conducted by Singh (2019), Osa-Edoh & Alutu (2012), Ahmad & Razia (2015) who found significant gender differences in the study habits of the males and females, with females showing better study habits in the terms of note taking, concentration, interaction with teachers etc. as compared to their male counterparts.

The findings on the gender differences in the study habits show that boys and girls approach studying in different ways. Girls, for example, can have a propensity for more structured study schedules, reliable time management, and participation in group learning exercises. Boys, on the other hand, may have more irregular study habits with variable degrees of organization and attention. A confluence of social, cultural, and psychological variables may impact these disparities. Children's perceptions of academic responsibilities and study habits may be influenced by gender stereotypes and societal expectations. The observed variations in study habits may also be attributed to personal learning preferences and cognitive types. Recognizing these gender-specific tendencies in study habits could help educational interventions and counseling tactics. Academic support programs may be more successful if strategies are designed to challenge stereotypes and accommodate a

variety of learning styles.



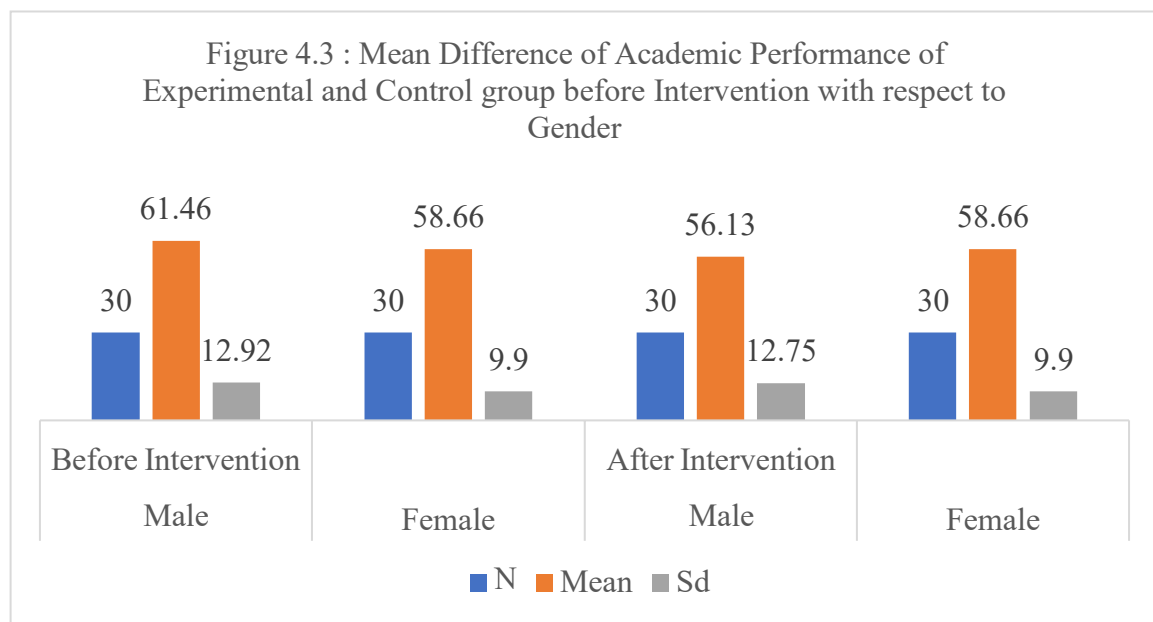
**Table 4.3:** Mean differences in Academic Performance among school children before and after intervention in experimental group with respect to gender

| Factor               | Group  | Intervention | N  | Mean  | Sd    | t-value | p-value |
|----------------------|--------|--------------|----|-------|-------|---------|---------|
| Academic performance | Male   | Before       | 30 | 61.46 | 12.92 | .942    | p>.05   |
|                      | Female |              | 30 | 58.66 | 9.90  |         |         |
|                      | Male   | After        | 30 | 56.13 | 12.75 | .859    | p>.05   |
|                      | Female |              | 30 | 58.66 | 9.90  |         |         |

The gender differences for the experimental group were assessed on academic performance before intervention. The mean value of the group is 61.46 with standard deviation of 12.92 for males and 58.66 with standard deviation of 9.90 for females. The computed t-value is .942 and the  $p > .05$  shows no significant gender differences in the academic performance before intervention in the experimental group. These results might be due to the fact that the group thus formed was homogeneous in the terms of class, age and various other factors like the amount of syllabus covered before the starting of the intervention. Similarly, looking at the after intervention, the mean value of the experimental group is 56.13 with SD of 12.75 for males and 58.66 with SD of 9.90 for females. The computed t-value is .859 and the  $p > .05$ , infers no significant gender differences in the academic performance among gender, thus, not

accepting our hypothesis. The results are also consistent with the findings of Adenike (2013) who did not find significant gender differences resulting because various factors like student academic motivation, family type etc which might have also impacted the results of the present study, also, Kanga (2017) did not found any significant gender differences when it came to the effectiveness of guidance and counselling programs, similarly, Prahar, Kaur & Kaur (2013) were unable to establish any significant gender differences when it came to the guidance needs of the students.

The lack of a gender gap in academic performance calls into question long-held beliefs or misconceptions about the relationship between gender and academic success. The results demonstrate the complexity of the relationship between study behaviors and actual academic accomplishment by indicating that, despite disparities in study habits, academic achievements are comparable amongst male and female students.



**Table 4.4:** Mean difference of Study Habits of Control and Experimental group before Intervention

| Factor       | group              | Mean   | Sd    | MD   | t-value | p-value |
|--------------|--------------------|--------|-------|------|---------|---------|
| Study habits | Control group      | 110.10 | 11.18 | 4.48 | 1.70    | .09     |
|              | Experimental group | 105.61 | 17.08 |      |         |         |

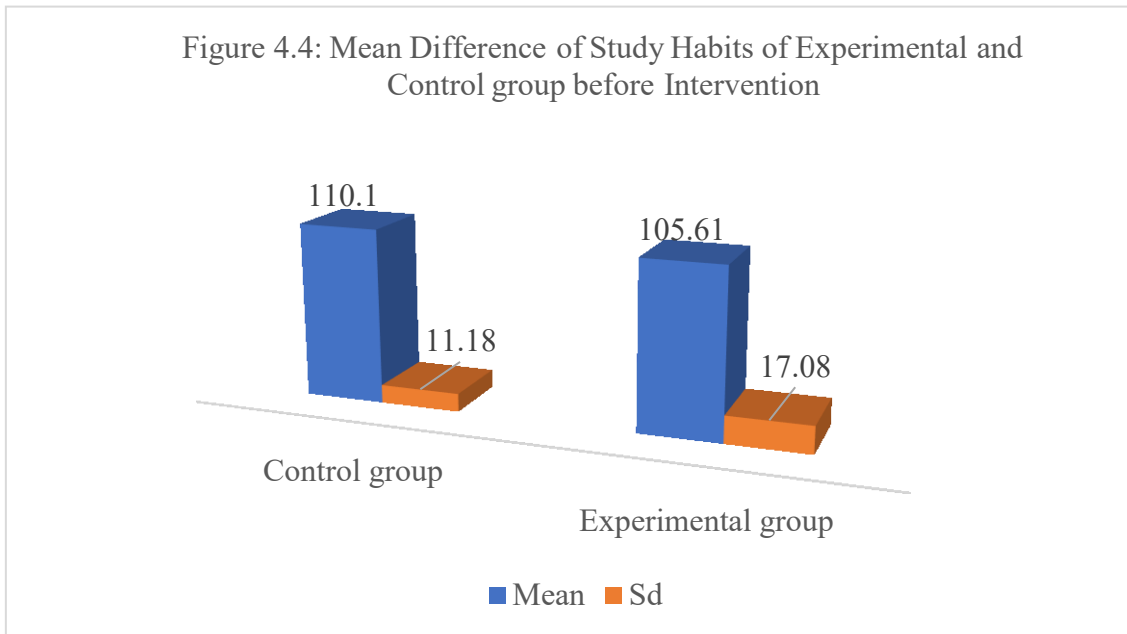
The pre-intervention mean score of the control group in study habits was found to be 110.10 with a standard deviation of 11.18. For experimental group average value was 105.61 with a standard deviation of 17.08. The above two mean values were compared with a t-test and the t-value was found 1.70 with  $p > .05$  which is statistically not significant. Therefore, the findings reveal that there are no significant differences between control and experimental group in study habits before intervention, thus, the hypothesis that “There would be no significant differences between the control and experimental group in study habits before intervention” is accepted. The results showed that study habits of the experimental and control group do not differ significantly before intervention.

Prior to the intervention, the study aimed to evaluate the initial comparability of the experimental and control groups. The results show no discernible differences, which is regarded as a good and acceptable result in experimental research.

The efficacy of the randomization process in forming equivalent groups is indicated by the lack of significant differences observed prior to the intervention. In order to ensure that any differences detected after the intervention may be attributed to the intervention itself rather than pre-existing group disparities, this is crucial for demonstrating the internal validity of the study.

The impact of confounding variables is reduced when there are no notable variations prior to the intervention. By separating the effects of the intervention from other variables that might have had an uneven impact on the groups, this improves the study's internal validity.

The study's basis is strengthened by the finding that shows no significant difference between the experimental and control groups prior to the intervention. This result is consistent with experimental research principles, so bolstering the notion that any ensuing variations can be justifiably ascribed to the intervention instead of innate group differences. It enhances the study findings' general robustness and dependability.

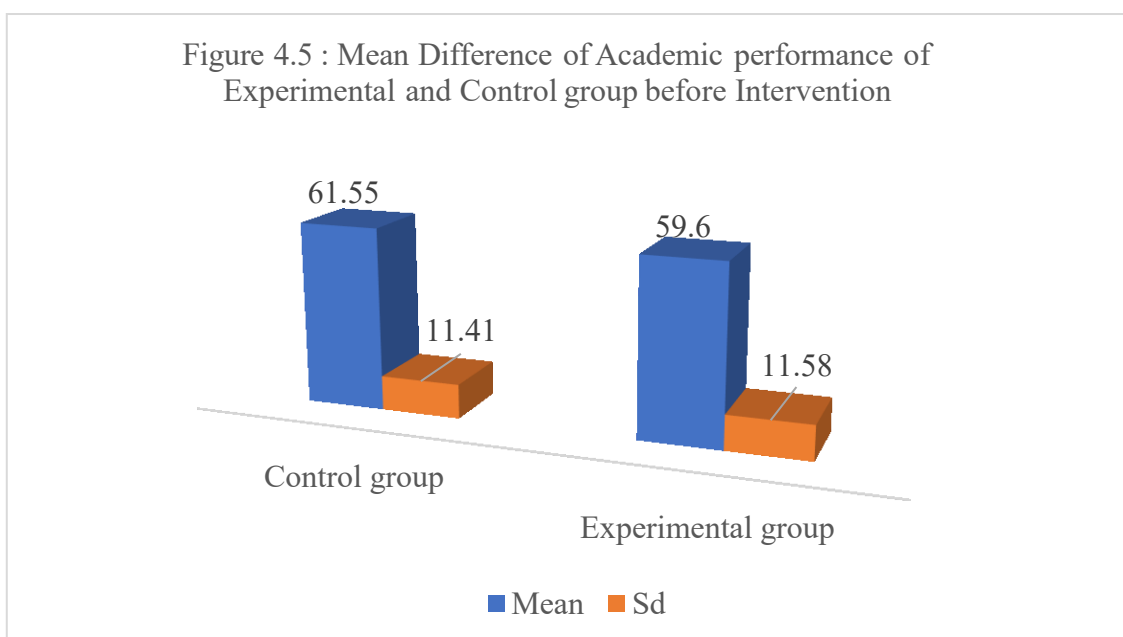


**Table 4.5:** Mean difference of Academic Performance of Control and Experimental group before intervention

| Factors              | Group              | Mean  | Sd    | MD   | t-value | p-value |
|----------------------|--------------------|-------|-------|------|---------|---------|
| Academic performance | Control group      | 61.55 | 11.41 | 1.95 | .929    | .355    |
|                      | Experimental group | 59.60 | 11.58 |      |         |         |

The pre-intervention mean score of the control group in academic performance is 61.55 with a standard deviation of 11.41. For experimental group it was 59.60 with a standard deviation of 11.58, and the obtained t-value .929. The obtained p-value (.355) > .05 which is statistically not significant and reveals no significant differences between experimental and control group before intervention, thus, the hypothesis “there would be no significant differences between the control and experimental group in academic performance after intervention”. is accepted. The results showed that academic performance of the experimental and control group does not differ significantly, hence, proving that both the groups are homogeneous in the terms of academic performance. The fact that there were no significant variations in academic achievement prior to the intervention implies that the equalization procedure was effective in forming comparable groups. In order to ensure that any subsequent variations in academic performance can be attributable to the

intervention itself rather than pre-existing group discrepancies, this is essential for proving the internal validity of the study. The study's external validity is strengthened by the acceptability of this outcome. As the starting characteristics of the control and experimental groups do not introduce bias, it is more likely that the findings can be applied to a larger population when groups had similar academic performance at the beginning.

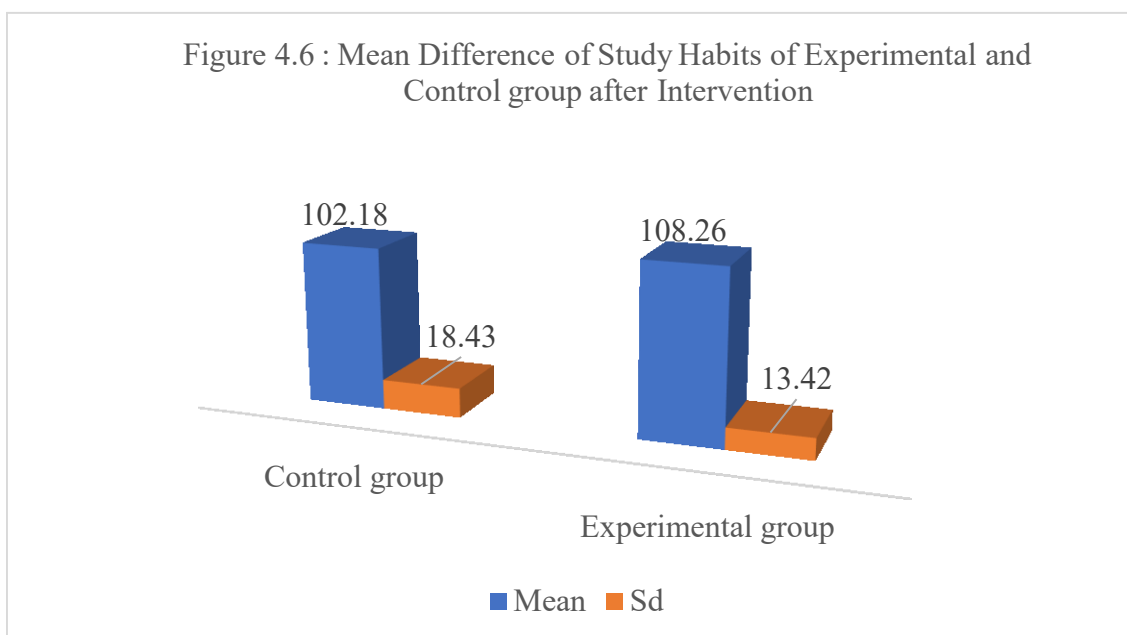


**Table 4.6:** Mean Difference of Study Habits of Control and Experimental group after Intervention

| Factors      | Group              | Mean   | Sd    | MD   | t-value | p- value | $\eta^2$ |
|--------------|--------------------|--------|-------|------|---------|----------|----------|
| Study habits | Control group      | 102.18 | 18.43 | 6.08 | 2.06    | .041     | 0.035    |
|              | Experimental group | 108.26 | 13.42 |      |         |          |          |

The findings of the study showed the average score of the control group in study habits is 102.18 with a standard deviation of 18.43. For experimental group the mean value is found to be 108.26 with a standard deviation of 13.42 respectively. The obtained t- value was found to be 2.06. The significant p-value ( $p < .05$ ) infers that study habits of control and experimental group significantly differs. The Cohen’s effect size  $\eta^2 = 0.035$  shows the small effect size between the groups. Further the research indicates that experimental group have better study habits as compare to control group. Therefore, the hypothesis “There would be significant differences between the control and experimental group in study habits after intervention” is

accepted. After the intervention, the experimental group's study habits showed a noticeable improvement. This result is consistent with the main goal of the study, which is to improve students' learning ways by putting specific strategies into practice. The experimental group's members reported better time management, greater adherence to efficient study methods, and a greater awareness of their preferred methods of learning. These improvements show that the intervention was successful in creating a setting that was supportive of academic growth. The control group, on the other hand, showed only slight gains in their study habits that did not achieve statistical significance. The control group's modest change in study habits highlights the effectiveness and specificity of the applied intervention. The idea that the intervention, rather than extraneous influences, is responsible for the observed changes in the experimental group is further supported by the control group's lack of significant improvement. Finally, it can be said that the intervention significantly and statistically significantly changed the study habits of the participants, especially those in the experimental group. These results add to the growing body of knowledge on educational interventions by highlighting the significance of focused tactics in encouraging constructive modifications in students' study habits. The study's findings provide insightful information for educators, decision-makers, and researchers looking for research-based strategies to improve study habits and improve learning outcomes.

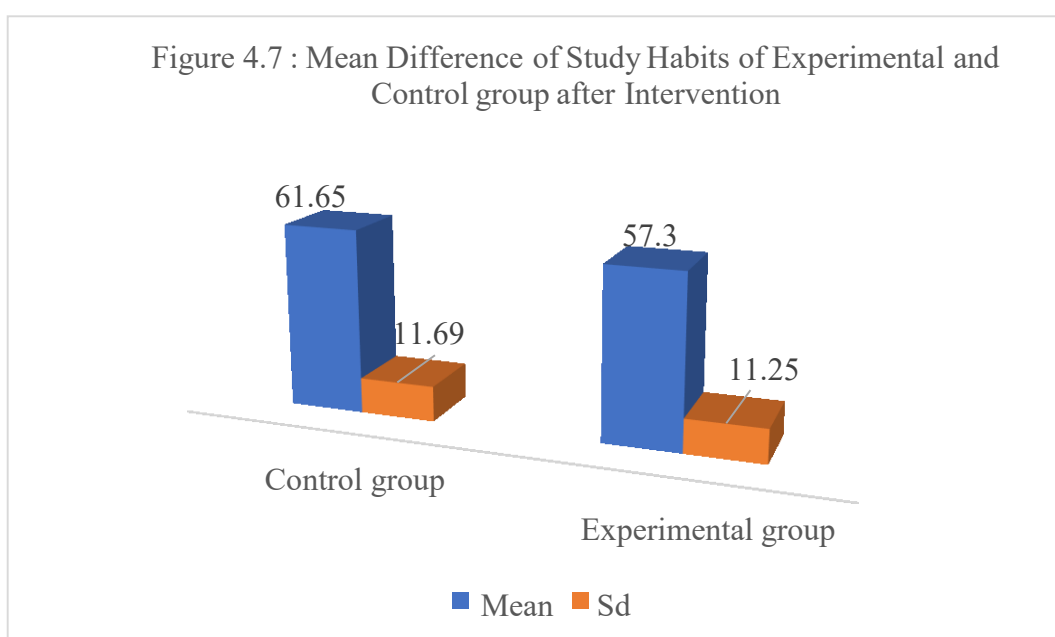




**Table 4.7:** Mean difference of Academic Performance of Control and Experimental group after intervention

| Factor               | Group              | Mean  | Sd    | MD   | t-value | p-value | $\eta^2$ |
|----------------------|--------------------|-------|-------|------|---------|---------|----------|
| Academic Performance | Control group      | 61.65 | 11.69 | 4.35 | 2.08    | .04     | 0.035    |
|                      | Experimental group | 57.30 | 11.25 |      |         |         |          |

The findings from the above table shows that the average score of the control group in academic performance is 61.65 with a standard deviation of 11.69. For experimental group the mean value is found to be 57.30 with a standard deviation of 11.25 respectively. The obtained t- value was found to be 2.08. The significant p-value ( $p < .05$ ) infers that academic performance of control and experimental group significantly differs. The Cohen’s effect size  $\eta^2 = 0.035$  shows the small effect size between the groups. Therefore, the hypothesis “there is significant differences between the control and experimental group in academic performance after intervention” stands accepted. The results showed that academic performance of the experimental and control group does differ significantly after intervention. The results are supported by Beharu (2018), Biasi *et al.*, (2016), Renuka Devi *et al.*, (2013) which showed that counselling indeed improves academic performance of the students.



The findings show that after the intervention, the experimental group's academic performance significantly improved. As compared to their peers in the control group, students who received the intervention showed improved grades, higher test scores, and an overall improved academic standing. This encouraging result emphasizes how well the intervention was conducted and how it improved academic results. The control group, on the other hand, had just slightly better academic results that did not achieve statistical significance.

### 4.3 CORRELATION ANALYSIS

**Table 4.8:** *Relationship between Study Habits and Academic Performance among school children*

| Variables   | Study habit | Academic performance |
|-------------|-------------|----------------------|
| Study Habit | 1           | .49                  |

Table 4.8 shows the correlation coefficient scores of academic performance and study habits. Pearson's product moment correlation method was applied to find the relationship between study habits and academic performance. The correlation matrix shows that there is a positive relationship between academic performance and study habits (.49). This means improving study habits can result in an increase in academic performance. The formulated hypothesis that there is a statically significant positive relationship between study habits and academic performance among children is accepted. Similar results are reported in the studies by Mashayekhi et al (2014) who found a positive relationship between study habits and academic performance among the university students, also, similar results were obtained by Ebele & Olofu (2017), Mubararak, Tallat & Nasir (2017), Arora (2016).

The results show a positive and a statistically significant link, underscoring the significance of establishing strong study habits at a young age in a child's academic career. The outcome is consistent with the original hypothesis, which proposed a favorable relationship between children's academic achievement and their study habits. This validation supports the notion that children with more efficient and reliable study habits typically outperform children with less structured or unfocused study regimens in terms of academic performance. The favorable association that has been seen highlights how important good study habits are for students to succeed academically. The findings imply that the development of disciplined study habits, time management abilities, and successful learning methodologies considerably contribute to enhanced academic achievement in addition to intrinsic cognitive capacities.

#### 4.4 REGRESSION ANALYSIS

**Table 4.9:** *Prediction of Study Habits on Academic Performance*

| Independent Variable | R    | R <sup>2</sup> | B    | Std error | Beta | t     | Level of significance |
|----------------------|------|----------------|------|-----------|------|-------|-----------------------|
| Study Habits         | .149 | .022           | .097 | .059      | .149 | 1.636 | .105                  |

Table 4.9 shows linear regression analysis of academic performance with study habits. Study habits was taken as independent variable and academic performance as the dependent variable. The correlation (R) was found to be .149, and R<sup>2</sup> .22, which indicates that only 2% of academic performance variation is explained by study habits, thus, indicating that study habits do not significantly predict academic performance in school children, hence, our hypothesis that “study habits will significantly predict academic performance in school children” is not supported by our findings. Several studies Munir (2022), Nabizadeh et al., (2019), Muwonge et al., (2018), Mukhtar, Muis and Elizou (2018), Atsuwe and Moses (2017) found that there are various factors that can predict academic performance apart from study habits. These studies found that self- regulating, motivational learning strategies, time management, locus of control and many other do predict academic performance.

The study sought to investigate the potential predictive association between schoolchildren's study habits and academic performance. The results, as opposed to the proposed hypothesis, show that study habits did not significantly predict academic success. This leads to a closer look at the possible causes of the observed lack of correlation. The resulting outcome casts doubt on the widely held belief that good study habits and academic performance are strongly correlated. This result emphasizes the multiplicity of variables affecting academic performance and raises the possibility that different environmental circumstances could influence the influence of study habits.

There could be other mediating factors at play when there isn't a strong predictive association. It is imperative to consider various variables that may independently impact academic performance, such as socioeconomic position, curriculum quality, and teacher effectiveness. To give a more thorough picture of the complex relationship between study habits and academic success, future research may examine these variables.

In summary, the study found no evidence of a substantial predictive association between schoolchildren's academic achievement and their study habits. These surprising results emphasize the complicated network of variables contributing to academic performance and

the intricacy of factors impacting educational outcomes. More research is necessary to fully understand these complex relationships. Even if study habits might not be a reliable indicator, developing them is nevertheless an important part of a well-rounded educational strategy.

#### **4.5 SUMMARY**

The present chapter discussed about the statistical analysis of the collected data. The obtained data was statistically analysed using various statistical model like Mean, Standard deviation, Eta Square, Correlation analysis, Regression analysis, independent sample and paired sample t-test. Further, the findings of the result are shown and discussed in the form of tables and figures.

*Chapter-5*  
*Summary & Conclusion*



## CHAPTER V

### SUMMARY AND CONCLUSION

The present chapter integrates and briefly identifies the study conducted as whole and includes objectives, hypothesis, variables, participants, statistical tools, findings, limitation, implication of the study, suggestions for the future research and conclusions. Thus, this chapter incorporates a whole view of the study.

The purpose of this study was to identify the effectiveness of eclectic counselling approach to improve study habits and academic performance of the school children.

A country's development depends on the literacy and academic proficiency of its student's, which determines the pace at which the country is progressing, therefore, the concept of academic performance is worth studying. Academic performance which is referred to "as the knowledge attained or skills that are developed in school subjects and is often designated by test scores or by marks assigned by teachers". (Good, 1973). Higher academic performance is an essential aspect in the present competitive scenario, hence, excelling in academic performance is essential in order to move up the success ladder. Academic performance is also backed up by various factors like study habits which contributes to the 33-45% of the academic performance of the students (Onyejiaku, 1987). The present study addresses these two factors along with how these factors can be improved with counselling especially, eclectic counselling which includes specific therapies aimed to help the client. Therefore, the present study allows for considering and improving these two factors with the help of eclectic counselling techniques.

Counselling is often required by individuals from time to time and is often provided by the person who is professionally qualified. The role of counselling in the educational sector is gaining immense popularity and schools in particular have started playing an important role in counselling the students. Counsellor's these days are playing a pivotal role in helping students maximise their success and minimising their barriers towards learning and help them by developing the personal and social skills that are required for leading a balanced and successful lives, also, counsellors help them by resolving their personal and emotional issues that often interfere with their academic success (Egbo, 2015). Agi & Amadi (2015) have reported the impact of counselling in enhancing the study habits and academic performance of the students.

It has also been found that counsellors who set up small counselling groups to provide knowledge to the students about effective study habits might contribute to the increasing confidence of the students, thus, lowering test anxiety and in return improving academic performance.

Every counselling session aims at bringing out a person from a challenging situation in a more strong and efficient manner. Since, academic performance is one of an important way of determining academic success of the student, therefore, it has become increasingly important for the students to excel academically, lest, they might be left behind, here, school counsellor have efficiently established their role in helping each and every student in improving the academic performance by working on all factors that contribute towards it, study habits being one of them. Ogbodo (2010) have found that having effective study habits in schools represent the effectiveness of counselling programs as having such an awareness later contributes towards regular and steady learning. Hence, study habits become one of the factors that contributes towards an increased academic performance. Students who are conscious of their study habits are better able to incorporate their knowledge into their cognitive framework (Dadie, 2008) and further makes it a more or less permanent method of studying (Rani & Jaidka, 2015).

Excellent study habits are necessary for a student to achieve educational achievement, and the development of these effective study habits has frequently contributed to outstanding academic performance (Hurley, 1994). Having an efficient study habits are important as they not only contribute to acquiring good grades but also towards an overall learning of the student. Good study habits are an important determiner of the academic achievement of the students, and having effective study habits contribute to positive academic performance (Ayodile & Adebisi, 2013). Also, a relationship between study habits and academic achievement of the students have been found, which clearly acknowledges the role of improving the study habits, eventually, leading to an increased academic performance (Siahi & Maiyo, 2015). Study habits like homework and assignment, time allocation, note taking and reading, peer influences, goal setting have all found to contribute to an increased academic performance of the students and hence, studies like that of Atsuwe & Moses (2017), Sikhwari (2016), Kumar (2015) have focused on improving these factors.

Because study habits are such a significant driver of academic performance, students must practise study habits on a regular and purposeful basis in order to achieve their academic goals.



(Ames & Archer, 1988).

Educators and counsellors have long tried to identify various factors that affect academic performance, some of the factors such as age, gender, ethnicity, family occupation, socio-economic status, thus, identified are the factors over which no control could be exercised, but, factors like study habits which can be controlled are needed to be explored, so as the increasing concern for improving academic performance can be addressed.

Further, from the literature also it was found that academic performance can be influenced by various factors whether controlled or uncontrolled and since, various factors influence academic performance, therefore, it becomes important to identify and observe the impact of factors that can be controlled, hence, study habits.

Furthermore, since, the ever-increasing literature has shown how counselling is becoming important in educational sector, it become essential to understand the impact a counselling session can have to improve the above-mentioned factors. Keeping in mind all these background details, the present study is carried out with following objectives and hypotheses.

## **5.1 RESEARCH DESIGN**

The goal of this research is to see how beneficial a particular intervention is. As a result, the research methodology chosen for this study is an experimental design with a quantitative component.

## **5.2 OBJECTIVES OF THE STUDY**

1. To investigate the gender differences in study habits and academic performance.
2. To examine the significant differences between the control and experimental group in study habits before intervention.
3. To identify the significant differences between the control and experimental group in academic performance before intervention.
4. To assess the significant differences between the control and experimental group in study habits after intervention.
5. To ascertain the significant differences between the control and experimental group on academic performance after intervention.
6. To probe the relationship among study habits and academic performance among school

children.

7. To find out the role of study habits as a predictor of academic performance in school children.

### **5.3 HYPOTHESES**

Ha1: There exists a statistically significant gender differences in relation with study habits and academic performance among school children

Ha2: There would be no significant differences between the control and experimental group in study habits before intervention.

Ha3: There would be no significant differences between the control and experimental group in academic performance before intervention.

Ha4: There would be significant differences between the control and experimental group in study habits after intervention.

Ha5: There would be significant differences between the control and experimental group in academic performance after intervention.

Ha6: There is a statistically significant positive relationship between study habits and academic performance among school children

Ha7: Study habits will significantly predict academic performance in school children

### **5.4 VARIABLES ADOPTED FOR THE PRESENT STUDY** Dependent variables: -

Study Habits and Academic Performance. **Independent variable:** - Eclectic Counselling

### **5.5 INSTRUMENTS EMPLOYEED IN THE PRESENT STUDY**

1. Study Habits Scale (Rani & Jaidka, 2015)
2. Self-designed Academic performance questionnaire

### **5.6 PARTICIPANTS**

Participants of the present study were 120 male and female adolescents studying in private schools between the age of 13-16 years in Ludhiana state. Purposive sampling is used as sampling technique.

## 5.7 STATISTICAL ANALYSIS

The obtained data was analysed by using various statistical Mean, Standard deviation, t-test, eta square, Pearson's Product moment correlation, Regression analysis using SPSS 26.0 version.

**TABLE 5.1:** Tenability of Formulated Hypotheses

| S.No | Hypotheses   | Tenability                              |
|------|--|---|
| 01   | There exists a statistically significant gender differences in relation with study habits and academic performance among school children | Findings Supports only for Study Habits |
| 02   | There would be no significant differences between the control and experimental group in study habits before intervention.                | Accepted                                |
| 03   | There would be no significant differences between the control and experimental group in academic performance before intervention.        | Accepted                                |
| 04   | There would be significant differences between the control and experimental group in study habits after intervention.                    | Accepted                                |
| 05   | There would be significant differences between the control and experimental group in academic performance after intervention.            | Accepted                                |
| 06   | There is a statistically significant positive relationship between study habits and academic performance among Children                  | Accepted                                |
| 07   | Study habits will significantly predict academic performance in school children  | Not Supported the findings              |

## 5.8 SUMMARY OF FINDINGS

The present study focused on the effectiveness of eclectic counselling approach in improving the study habits and academic performance among school children. For this purpose, a sample of 120 students were selected from the schools of Ludhiana district of Punjab.

After analysing the data, the main findings obtained from the present study are as follows: -

## **Descriptive Analysis**

- 1. Study Habits:** In terms of study habits, students selected from the sample displayed study habits that were not helping in improving the academic performance. Since, study habits of the students were divided into average, below average and low category, therefore, maximum number of the students did display average study habits, but, still those were not sufficient to improve the academic performance. The study habits scale used in the present study divided the study habits into different dimensions of concentration, comprehension, planning, use of e-resources, interaction, study sets and drilling and it was found that most of the students were low on all these dimensions. Hence, keeping all the above things in the mind, the counselling sessions were designed to improve these particular study habits.
- 2. Academic Performance:** Looking at the academic performance of the students selected for the sample, maximum students fell in the range the range of above 50%. The academic performance questionnaire was a self-designed one, and, since, students who had low study habits were expected to have low academic performance, but, in the present study such a case was not seen. The descriptive analysis of academic performance showed that even students who had low study habits were performing above average on the self-designed academic performance questionnaire.

## **Inferential Analysis**

1. The findings of the study infer the significant gender differences in study habits among school children, it is also found that females having better study habits than males both. These gender differences were also consistent with the findings of previous researches (Singh, 2019., Ahmad & Razia, 2015) etc.
2. On the other side no significant gender differences exist in academic performance among school children before and after intervention. As mentioned before various factors impact the academic performance of the students. Studies, such as those of Kanga (2017), Adenike(2013) etc have shown that factors like family type, student's motivation to study, family environment all contribute to the academic performance of the students.
3. The sample in the present study was equally divided into experimental and

control group. The groups were homogeneous in nature, since, they belonged to same age, class, had low study habits and were not performing well in the class academically. Even after the groups being homogeneous, there were no significant differences between experimental and control group in study habits before the intervention started

4. The experimental and control group are not different to each other in terms of academic performance before intervention, and such a result proves the homogeneity of the sample, since, the students were given the same academic performance questionnaire, therefore, all the students might have performed with the same knowledge and experience they had with the questions of academic performance, thus, helping to create a counselling program aimed at improving the academic performance of the students.
5. The sample selected for the present study after being divided into experimental and control group were then exposed to counselling sessions and each counselling session was designed differently for different student. Although, the main aim of every counselling session was to improve the study habits and academic performance of the students. After intervention the experimental and control group showed significant differences in study habits, it may be due to eclectic counselling.
6. The academic performance of the experimental and control group did improve after intervention, hence, showing that counselling sessions that included the sessions focusing on improving the academic performance of the students did indeed help the students.

### **Correlational Analysis**

The findings of the study infer positive relationship between study habits and academic performance. Therefore, it is confirmed that academic performance is influenced by study habits, on the other hand it can be said that improving the study habits will positively contribute in improving the academic performance among children.

### **Regression Analysis**

As academic performance is a wide variable and various environmental factors contribute to it, therefore, in the present study, results unveiled that study habits

contribute only 2% of academic performance. Hence it could be stated that there are other factors that contribute to academic performance of children. Likewise, several studies Munir (2022), Nabizadeh et al., (2019), Muwonge et al., (2018), Mukhtar, Muis and Elizou (2018), Atsuwe and Moses (2017) found that there are various factors that can predict academic performance apart from study habits. These studies found that self-regulating, motivational learning strategies, time management, locus of control and many others do predict academic performance, therefore, in the present study the abovementioned factors might have influenced the results.

### **Eclectic Counselling**

The effectiveness of eclectic counselling was visible in some of the areas of the present study, for e.g. significant differences were observed in the experimental and control group after intervention. Study habits of the school children did improve through eclectic counselling and academic performance of the experimental and control group also differed after the experimental group went through eclectic counselling.

### **5.9 DELIMITATIONS OF THE STUDY**

1. The study is based on school-going adolescents belonging to 13-16 years only.
2. Students of 9<sup>th</sup> and 10<sup>th</sup> standard of private schools were taken as sample.
3. This study is also delimited to the schools that are affiliated to the CBSE board as a result some of the variations in the pattern of examination or study matter might have affected the data.
4. The study is also delimited to just one district i.e. Ludhiana district of Punjab and more comprehensive results would have been found if other districts of Punjab were considered.

### **5.10 LIMITATIONS OF THE STUDY**

The research was conducted carefully while keeping all the concerns in mind, however human errors are possible. Researcher also faced so many challenges during the data collection due to COVID restrictions as schools were closed and intervention was not possible during those days.

After the reopening of schools counselling sessions were again repeated to find its effectiveness on study habit and academic performances. The effects of COVID 19

are visible in the study as students spend approximately two years at home and online teaching hampered their performance, that may be the cause of less effectiveness of counselling. On the other side it was difficult for the researcher to find the pre and post covid effect on selected variable as students had already completed their studies. After reopening the researcher started her data collection from the beginning again.

The researcher took care of homogeneity of the sample, but still some of the heterogeneous factors like family environment, different teachers teaching the classes, selective favouritism of the teacher and subject, prior preparation of a particular subject might have resulted in the variation of the responses.

### **5.11 IMPLICATIONS OF THE STUDY**

The role of eclectic counselling and its effectiveness in improving study habits and academic performance can be greatly appreciated by the evidence of the results which were found in the present study. The researcher believes that the results obtained in the present study will illuminate about the role of counselling in improving the variables of study habit and academic performance. The current findings provide support on the significance of how eclectic counselling has indeed led to improvement in the study habits and in some cases the academic performance of the students. The study also reveals that adolescents could be assisted on various study habits and the level of study habits could be identified for further improvement.

Since, this study focuses on the role of study habits and the impact it has on the academic performance, therefore, principals, teachers, educators and policymakers can also be counselled on the importance of study habits in student's life. The findings from the present study can guide school counsellors who can further be educated over the same and can be encouraged to formulate a specific guidance and counselling programs with the aim of at least helping students who show poor academic performance. It has been confirmed from the present findings that eclectic counselling does improve study habits, hence, schools can be guided to give importance to study habits by training their counsellors and teachers in specific counselling strategies that are specifically designed for improving study habits and consequently academic performance. The study has also emphasized how eclectic

counselling

can actually be used and can help to improve study habits and academic performance, therefore, counsellors in schools should also train themselves with this approach as it will enable them to use a wide variety of customised interventions for students. Even, counsellors can use the results obtained from the present study to conduct workshops for teachers and parents and make them aware about the importance of study habits in a student's life.

Since, this study also involved parents during counselling sessions, therefore, this study will also help parents to understand the importance of counselling in the child's life and encourage them to attend counselling sessions when they encounter problems that might include counselling. Schools should also encourage regular screening of the students who are underperforming in academics and should encourage them to take counselling sessions on regular basis. Also, students should be motivated to develop good study techniques with the help of teachers and when counselling techniques will be combined with effective study techniques it will lead to: –

- ❖ increased academic performance
- ❖ efficient student teacher relationship
- ❖ lower academic stress
- ❖ motivated students and decreased absenteeism among students
- ❖ lower psychological problems that arise due to decreased academic performance
- ❖ improvement in parent child relationship due to counselling.

## **5.12 SUGGESTIONS FOR FUTURE RESEARCH**

The process of research is never ending as the name research itself means searching over and over again. Every study leaves behind its weakness and makes opportunity for future researches to dwell in various ways and circumstances. Taking the limitations of the study into account the following recommendations for future researches are made: -

1. There is a lot of room for more research in the area of study habits and academic performance along with various techniques apart from the one's used by the



researcher. Further, researches can also include a qualitative component in the form of case studies which can then be analysed for determining other factors affecting study habits and academic performance.

2. The present study had relatively small sample size, further studies can include a relatively large sample size.
3. The present study included select schools from just one city of Punjab, future researches can include the data from all the schools present in the city, so that more variables that contribute to poor study habits and academic performance can be studied.
4. The study included only one state of Punjab, further researchers can employ a cross-cultural study which includes students belonging to different states.
5. More research is needed to explore various psychological mechanisms behind study habits and academic performance.
6. The present research employed students who had no experience of counselling and who reported no psychological disorders, further researches can consider students who have learning disability or some known psychological problem.
7. Since, the present research employed eclectic counselling so each subject was given different treatment, further researchers can use a specific treatment package for dealing with ineffective study habits and poor academic performance so that the effect of each treatment could be analysed.
8. Certain social demographic factors like family type, social status, type of schooling, form of family environment, peer influences etc., could be used in upcoming researches.

### **5.13 CONCLUSION**

The present study attempted to explore the effectiveness of eclectic counselling approach in improving study habits and academic performance among school children. The required data was collected and analysed using appropriate statistical tools. The results obtained from the present study provide the empirical evidences of how counselling especially eclectic counselling impacts the study habits and academic performance of school children. These variables tend to have a positive relationship with each other. When the effect of counselling is observed on the variables like study habits and academic performance, they show a positive effect on

academic performance. Thus, students should be encouraged to undergo specific counselling sessions if they feel that modifying or changing their study habits might help in increasing the academic performance. By doing so, the overall study habits might be improved which subsequently will enhance their academic performance.

When academic performance is considered, it is also seen to be well correlated with study habits and is one of an important variable which might get influenced with regular counselling sessions. The results of this study also supported that when students are counselled regularly on various factors that might impact academic performance then an increase is often observed in this particular variable. Therefore, when students are encouraged to give importance to counselling sessions focusing on academic performance, it more likely makes them to perform higher in academics.

With regard to certain demographic variables, girl students showed better academic performance and study habits than boys. Also, girl students responded well to counselling sessions as compared to boys in terms of both study habits and academic performance. Therefore, steps should be taken to govern extra efforts for males and various reasons should be identified for such a difference between genders. Also, the role of parents, teachers, counsellors and all other specific caregivers should also be explored as when students receive guidance and support from such caregivers, they feel understandable and loved, combined with all the facilities required for education, will surely help them with their academic performance, thus, helping them to score higher. The major implication of this study, hence, helps us to introduce the concept and importance of counselling in the school setting for the improvement of various factors which impact academic performance and study habits, which to this date is still on a backseat especially in some schools across India. Therefore, this study has shed an appropriate and positive light on the usefulness of counselling sessions, thus, helping not just students but also schools in solving the ever-concerning problem of academic performance.

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# *Appendices*





## Appendix A

### STUDY HABITS SCALE

|  |  |
|--|--|
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| <b>Dimpal Rani (Lucknow)</b><br><b>Dr. M. L. Jaidka (Moga)</b>   |  |

Please fill in the following informations— Date             

Name \_\_\_\_\_

Father's Name \_\_\_\_\_

Date of Birth              Area : Rural  Urban

Institution \_\_\_\_\_

Class \_\_\_\_\_ Subjects (Faculty) \_\_\_\_\_

City/Town/Village \_\_\_\_\_ Gender : Male  Female

**INSTRUCTIONS**

On the following pages 46 statements regarding your Study Habits have been given. Read each statement carefully and decide your response on how you normally do in that situation and answer on five point alternatives, viz., *Always, Frequently, Sometimes, Rarely and Never* and put a  mark in the appropriate alternative box which is close to your response.

This scale will help you to improve your study habits & skills.

Please do reply to all the 46 statements.

*Your responses will be kept confidential*

#### Scoring Table

| Page  | Raw Score                |                          |                          | z-Score                  | Grade | Level of Study Habit |
|-------|--------------------------|--------------------------|--------------------------|--------------------------|-------|----------------------|
|       | 2                        | 3                        | 4                        |                          |       |                      |
| Score | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |                      |
| Total | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |                      |

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2. | *Consumable Booklet of SHS-DMM*

| Sr. No.                | STATEMENT   | Always                   | Frequently               | Sometimes                | Rarely                   | Never                    | Score                |
|------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------|
| 1.                     | I sit with full concentration but after a while I fall into day dreaming. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 2.                     | I review my notes after each class.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 3.                     | I like to solve problems given in the textbook.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 4.                     | The sound of watch distracts my mind.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 5.                     | I plan my answers before I start writing in the examination.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 6.                     | I switch off my phone while studying.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 7.                     | Messages on phone distract my concentration.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 8.                     | I feel hungry when I start my studies.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 9.                     | If I have any problem I hesitate to discuss it with my teachers.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 10.                    | When content is large, it is beneficial to interact with friends.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 11.                    | I prefer to study in a group.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 12.                    | If I need any help I share notes on whatsapp.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 13.                    | I do work according to the importance of the work.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 14.                    | I start my study as per planning.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 15.                    | I can better concentrate, if I have goal before me.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 16.                    | I never proceed further until I understand the content.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| Total Score Page No. 2 |   |                          |                          |                          |                          |                          | <input type="text"/> |

| Sr. No.                | STATEMENT   | Always                   | Frequently               | Some-times               | Rarely                   | Never                    | Score                |
|------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------|
| 17.                    | I like to watch documentary, historical movies and serials, related to my subjects. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 18.                    | I note down the important notes and revise them.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 19.                    | I use supporting books to prepare my study notes.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 20.                    | I read the headings and chapter outlines first while reading the text.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 21.                    | I need tea or coffee for concentration, while studying.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 22.                    | I feel disturbance in my studies if someone enters in the room.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 23.                    | I like to study in natural environment.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 24.                    | I try to understand the concept rather than to memorize, the content.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 25.                    | I remember more as more I do written work.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 26.                    | I rewrite the class notes properly at home.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 27.                    | While studying if anybody calls or message me, I get disturbed.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 28.                    | If I don't understand the concept I cramme it.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 29.                    | When I am in mood to study I learn very quickly.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 30.                    | I check my social sites (Facebook, Whatsapp) only for once or twice in a day.       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| Total Score Page No. 3 |   |                          |                          |                          |                          |                          | <input type="text"/> |

4 | *Consumable Booklet of SHS-DRAW*

| No.                    | STATEMENT   | Always                   | Frequently               | Sometimes                | Rarely                   | Never                    | Score                |
|------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------|
| 31.                    | I check my comprehension by telling someone what I have read.     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 32.                    | I prepare a time table in the morning of each day for studies.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 33.                    | I revise the topic by writing it.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 34.                    | I refer various sites on internet to clear the doubts of concept. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 35.                    | I write the meaning of difficult words on the book.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 36.                    | I can not concentrate in studies if my phone is switched off.     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 37.                    | I take help of my friends in my studies.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 38.                    | I read the content until I understand the concept and meaning.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 39.                    | I take time to concentrate in studies.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 40.                    | I never plan a time table for my studies.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 41.                    | I like to read literature or general books while travelling.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 42.                    | I can not concentrate in studies in a group.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 43.                    | I shut the door of the room while studying.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 44.                    | I can read only at a fix time.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 45.                    | I read newspaper every day.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 46.                    | I can read only at a fix place.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| Total Score Page No. 4 |   |                          |                          |                          |                          |                          | <input type="text"/> |

## Appendix B

### Academic Performance Questionnaire (SET A)

Please fill in the following information:-

Name:- \_\_\_\_\_

Age:- \_\_\_\_\_

Date of Birth:- \_\_\_\_\_

Date:- \_\_\_\_\_

Class:- \_\_\_\_\_

Previous CGPA:- \_\_\_\_\_

#### INSTRUCTIONS

*There are 20 questions regarding academics that you have studied and there are 4 options out of which one correct options needs to be identified. There is no negative marking. Time limit to complete the questionnaire is 30 minutes.*

Q1 As the years (i) \_\_\_\_\_ by, we saw less of each other. For some time, she (ii) \_\_\_\_\_ to wake me up and get me ready for school. When I (iii) \_\_\_\_\_ Back she would ask me what the teacher (iv) \_\_\_\_\_ me. I would tell her English words and little things of Western Science. This (v) \_\_\_\_\_ her unhappy. She (vi) \_\_\_\_\_ in things they (vii) \_\_\_\_\_ at the English School and was distressed that there (viii) \_\_\_\_\_ no teaching about God and the Scriptures.

- (i) (a) role (b) rolled (c) is rolling  
(ii) (a) continue (b) continued (c) is continuing  
(iii) (a) came (b) come (c) coming  
(iv) (a) had taught (b) taught (c) teach  
(v) (a) has made (b) make (c) made  
(vi) (a) believed (b) did not believe (c) doesn't believe  
(vii) (a) had taught (b) has taught (c) taught  
(viii) (a) is (b) was (c) being

Q-2 Complete the following passage by choosing the most appropriate options from the one's given below:-

For the first time (i) \_\_\_\_\_ Independence, India added fewer people (ii) \_\_\_\_\_ its population in the decade (iii) \_\_\_\_\_ has just (iv) \_\_\_\_\_ than the previous one.

- (i) (a) for (b) since (c) from (d) till  
(ii) (a) in (b) on (c) at (d) to  
(iii) (a) where (b) which (c) that (d) that  
(iv) (a) has ended (b) have ended (c) ended (d) had ended.

Q-3 18<sup>th</sup> Century French society was divided into

- (a) castes (b) four estates  
(c) three estates (d) two estates

Q-4 According, to the "Theory of Plate Tectonics", the movements of the plate results in some geographical activity. Which one of the following is not such a geographical activity?

- (a) volcanic activity (b) folding  
(c) faulting (d) glaciation

Q-5 Name the original place of River Indus

- (a) Maikal Hills (b) Amarkantak  
(c) Mansarovar (d) none of these

Q-6 Presidential form of democracy is in practice in

- (a) China (b) U.K  
(c) USA (d) India

Q-7 Every \_\_\_\_\_ person in India is poor.

- (a) 3<sup>rd</sup> (b) 5<sup>th</sup> (c) 4<sup>th</sup> (d) 6<sup>th</sup>

Q-8  $\frac{1}{\sqrt{3}-\sqrt{2}}$  equals

- (a)  $\frac{\sqrt{3}-\sqrt{2}}{4}$  (b)  $\sqrt{3}+\sqrt{2}$  (c)  $\sqrt{3}-\sqrt{2}$  (d)  $\frac{\sqrt{3}-\sqrt{2}}{5}$

Q-9 Every Rational number is

- (a) a natural number (b) an integer  
(c) a real number (d) a whole number

Q-10 Zero of the polynomial  $p(x)=2x+3$  is

- (a) -3 (b) 0  
(c)  $\frac{3}{2}$  (d)  $-\frac{3}{2}$

Q-11 Point (-3, 5) lies in the

- (a) first quadrant (b) second quadrant  
(c) third quadrant (d) fourth quadrant

Q-12 If y coordinate of a point is zero, then this point will always lie

- (a) in 2<sup>nd</sup> quadrant (b) in 1<sup>st</sup> quadrant  
(c) on y axis (d) on x axis

Q-13 किस शब्द में 'आवा' प्रत्यय नहीं है?

- (क) दिखावा (ख) चढ़ावा  
(ग) लावा (घ) बुलावा

Q-14 'संकल्प' शब्द में प्रयुक्त उपसर्ग है?

- (क) सम् (ख) सम्  
(ग) सङ् (घ) सन्

Q-15 The value of acceleration due to gravity.

- a) is least on equator  
b) is least on poles  
c) is same on equator and poles  
d) increases from poles to equator

Q-16 The gravitational force between 2 objects is F. If the masses of both the objects are halved without changing distance between them then gravitational force would become.

- (a)  $\frac{F}{4}$       (b)  $\frac{F}{2}$       (c) F      (d) 2F

Q-17 Which of the following has maximum number of atoms?

- (a) 18g of H<sub>2</sub>O      (b) 18g of O<sub>2</sub>      (c) 18g of CO<sub>2</sub>      (d) 18g of CH<sub>4</sub>

Q-18 Which of the following are physical changes?

- (i) Melting of Iron metal  
(ii) Rusting of iron  
(iii) Bending of an Iron rod  
(iv) Drawing a wire of iron metal

- (a) (i), (ii) & (iii)  
(b) (i), (ii) & (iv)  
(c) (i), (iii) & (iv)  
(d) (ii), (iii) & (iv)

Q-19 Organisms without nucleus and cell organelles belong to:-

- (a) Fungi      (b) Protista      (c) Algae      (d) Bacteria

Q-20 What does Arthropod means?

- (a) Bonous legs      (b) Cartilaginous legs  
(c) Largest legs      (d) Jointed legs





## Appendix C

### Academic Performance Questionnaire (SET B)

Please fill in the following information:-

Name:- \_\_\_\_\_

Age:- \_\_\_\_\_

Date of Birth:- \_\_\_\_\_

Date:- \_\_\_\_\_

Class:- \_\_\_\_\_

Previous CGPA:- \_\_\_\_\_

### INSTRUCTIONS

*There are 20 questions regarding academics that you have studied and there are 4 options out of which one correct options needs to be identified. There is no negative marking. Time limit to complete the questionnaire is 30 minutes.*

Q-1 The decimal expansion of  $\sqrt{3}$  the number is.

- (a) 1.73205 (b) a finite decimal  
(c) non terminating non repeating (d) none of these

Q-2 Every rational number is

- (a) a natural number (b) an integer  
(c) a whole number (d) a real number

Q-3 The linear equation  $5x=2y$  has

- (a) a unique solution (b) no solution  
(c) two solutions (d) indefinitely many solution

Q-4 The equation  $x=4$  in two variables can be written as:-

- (a)  $1.x + 1.y=4$  (b)  $x+0.y=4$   
(c)  $0.x + 1.y=4$  (d)  $0.x+0.y=4$

Q-5 One of the factors of  $(25x^2-1) + (1+5x)^2$  is

- (a)  $5+x$  (b)  $5-x$   
(c)  $5x-1$  (d)  $10x$

Q-6 The most important feature of the South Africa constitution is

- (a) Clause of rights
- (b) Preamble
- (c) Clause of citizenship
- (d) None of these

Q-7 Name the Prime Minister who released a special stamp entitled "Wheat Revolution" in July 1968?

- (a) Mrs. Indira Gandhi
- (b) P.T. J.L. Nehru
- (c) Mr. Lal. B. Shastri
- (d) None of these

Q-8 In which state was the literacy rate highest as per 2001 study?

- (a) Madhya Pradesh
- (b) Kerala
- (c) Bihar
- (d) All of these

Q-9 The Wular Lake is in \_\_\_\_\_

- (a) Rajasthan
- (b) Goa
- (c) Jammu and Kashmir
- (d) Jharkhand

Q-10 What is feudalism?

- (a) to be a crowned king
- (b) peasants own the land
- (c) a social system in Europe
- (d) A classless system

Q-11 He wrote a letter (change in passive voice)

- (a) A letter has been written by him
- (b) A letter was wrote by him
- (c) A letter was written by him
- (d) A letter had been written by him

Q-12 One of my friend's \_\_\_ swimming

- (a) like
- (b) not like
- (c) likes
- (d) liking

Q-13 In which of the reproductive organs are hidden?

- (a) Cryptogamae    (b) Phanerogamae
- (c) Gymnosperms    (d) Angiosperms

Q-14 Which subgroup in plant kingdom produces flowers?

- (a) Angiosperms    (b) Fungi
- (c) Mosses    (d) Ferns

Q-15 Which has the largest energetic molecules?

- (a) Solids
- (b) Liquids
- (c) Gases
- (d) Plasmas

Q-16 What is Dry Ice ?

- (a) Ice having no water of crystallisation
- (b) Ice that has been dried
- (c) Solid Carbon dioxide
- (d) None of these

Q-17 The numerical ratio of displacement to distance covered by a moving object is.

- (a) always less than 1
- (b) always equal to 1
- (c) always more than 1
- (d) equal or less than 1

Q-18 According to 3<sup>rd</sup> aw of motion, action and reaction

- (a) always act on same body
- (b) always act on different bodies in opposite direction
- (c) have same magnitude and direction
- (d) act on either body at normal to each other.

Q-19 'अभि' उपसर्ग युक्त शब्द है:-

(क) अनुभव

(ख) अभिशाप

(ग) अपत्यय

(घ) अपराध

Q-20 'पन' प्रत्यय वाला शब्द है:-

(क) अपनत्व

(ख) अपनापन

(ग) असफलता

(घ) असमाजिक

## Appendix-D

### ADOLESCENT INTAKE FORM

*Please note that the information is important for your child's care. Please fill out forms as completely as possible and have them ready before the first therapy session.*

Adolescent please fill out pages 1-3, parent/guardian please fill out pages 4-9

#### CLIENT INFORMATION

Name: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_\_\_  
Phone (Cell): \_\_\_\_\_ Can we leave messages at this number? \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_

#### CURRENT REASON FOR SEEKING THERAPY

Why are you coming to therapy?

---

---

How do you think therapy might help you?

---

---

#### PERSONAL STRENGTHS

What activities do you enjoy?

---

---

What qualities are you proud to share with others? (e.g. kindness, intelligence)

---

---

---

#### THERAPY/TREATMENT HISTORY

Have you previously seen a therapist?  Yes  No

If yes, what did you find **most helpful** in therapy?

---

---

If yes, what did you find **least helpful** in therapy?

---

---

#### SUBSTANCE USE AND HISTORY

Do you currently use alcohol?  Yes  No

If yes, how **often** do you drink?  Daily  Weekly  Occasionally  Rarely

If yes, how **much** do you drink? \_\_\_\_\_ (#) per time.

Do you currently use tobacco?  Yes  No

If yes, how **often** do you smoke/chew?  Daily  Weekly  Occasionally  Rarely

Do you currently use any other drugs?  Yes  No If yes, what kind?

---

If yes, how often do you use?  Daily  Weekly  Occasionally  Rarely

### **FAMILY INFORMATION**

Are your parents married, divorced or separated? \_\_\_\_\_

Do you think their relationship is good?  Yes  No  Unsure

If your parents are divorced, whom do you primarily live with? \_\_\_\_\_

Were you adopted?  Yes  No

### **FAMILY CONCERNS** *Please check any family concerns that your family is currently experiencing*

- Fighting  Disagreeing about relatives  Feeling distant  Disagreeing about friends  
 Loss of fun  Alcohol use  Lack of honesty  Drug use  Physical fights  Education  
problems  Divorce/separation  Financial problems  Issues regarding remarriage  
 Death of a family member  Birth of a sibling  Abuse/neglect  Birth of a child  
 Inadequate housing

*Other concerns not listed above:*

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### **PEER RELATIONS**

How do you consider yourself socially?  Outgoing  Shy  Depends on the situation

Are you happy with the amount of friends you have?  Yes  No

Have you ever been bullied?  Yes  No If yes, please describe: \_\_\_\_\_

Are your parents happy with your friends?  Yes  No

Are you involved in any organized social activities? (e.g. sports, music)?

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### **SCHOOL HISTORY**

On a scale of 1-10 (10 being the most) how much do you enjoy school? \_\_\_\_\_

Do you attend regularly?  Yes  No

Generally, how are your grades? \_\_\_\_\_

Have there been any significant changes in your grades?  Yes  No

Do you feel you are doing the best you can at school?  Yes  No  Unsure

### **INDIVIDUAL CONCERNS**

Is there anything else you would like to share?

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Please place a checkmark in the appropriate box for each of the following that you might be feeling:

| SYMPTOM             | NONE | MILD | MOD | SEVERE | SYMPTOM            | NONE | MILD | MOD | SEVERE |
|---------------------|------|------|-----|--------|--------------------|------|------|-----|--------|
| SADNESS             |      |      |     |        | SOCIAL ISOLATION   |      |      |     |        |
| CRYING              |      |      |     |        | PARANOID THOUGHTS  |      |      |     |        |
| PROBLEMS AT HOME    |      |      |     |        | INDECISIVENESS     |      |      |     |        |
| HYPERACTIVITY       |      |      |     |        | LOW ENERGY         |      |      |     |        |
| BINGING/PURGING     |      |      |     |        | EXCESSIVE WORRY    |      |      |     |        |
| LONELINESS          |      |      |     |        | POOR CONCENTRATION |      |      |     |        |
| UNRESOLVED GUILT    |      |      |     |        | LOW SELF WORTH     |      |      |     |        |
| IRRITABILITY        |      |      |     |        | ANGER ISSUES       |      |      |     |        |
| NAUSEA/INDIGESTION  |      |      |     |        | IDENTITY QUESTIONS |      |      |     |        |
| SOCIAL ANXIETY      |      |      |     |        | HALLUCINATIONS     |      |      |     |        |
| SELF HARM/CUTTING   |      |      |     |        | RACING THOUGHTS    |      |      |     |        |
| IMPULSIVITY         |      |      |     |        | RESTLESSNESS       |      |      |     |        |
| NIGHTMARES          |      |      |     |        | DRUG USE           |      |      |     |        |
| HOPELESSNESS        |      |      |     |        | ALCOHOL USE        |      |      |     |        |
| ELEVATED MOOD       |      |      |     |        | EASILY DISTRACTED  |      |      |     |        |
| MOOD SWINGS         |      |      |     |        | TRAUMA FLASHBACKS  |      |      |     |        |
| ANOREXIA            |      |      |     |        | OBSESSIVE THOUGHTS |      |      |     |        |
| GRIEF               |      |      |     |        | PANIC ATTACKS      |      |      |     |        |
| PHOBIAS             |      |      |     |        | FEELING ANXIOUS    |      |      |     |        |
| HEADACHES           |      |      |     |        | FEELING PANICKY    |      |      |     |        |
| CHANGE IN WEIGHT    |      |      |     |        | SUICIDAL THOUGHTS  |      |      |     |        |
| CHANGE IN APPETITE  |      |      |     |        | HOMICIDAL THOUGHTS |      |      |     |        |
| DIFFICULTY SLEEPING |      |      |     |        | OTHER              |      |      |     |        |





## Appendix-E

### School Counselling Informed Consent Form

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

I, \_\_\_\_\_, am the legal parent/guardian of \_\_\_\_\_

I have read, understand, and agree to the terms of the School Counselling Informed Consent.

I give permission for my child, \_\_\_\_\_, to receive counselling services. I understand that I may withdraw this consent at any time by signing and dating a written notice requesting termination of counselling services.

\_\_\_\_\_  
Date \_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Parent/ Guardian

(M) \_\_\_\_\_ Email \_\_\_\_\_



## Appendix - F

### Counselling Interventions used during Eclectic Counselling

(Designed by Arthur E. Jongsma, L. Mark Peterson & William. P. McInnis, 2014)

#### 1. Treatment for Academic Underachievement

##### ➤ Behavioral definition

- Repeated failure to complete homework assignments on time
- Poor organization or study skills
- Feeling of depression and low self esteem that interfere with learning and academic progress
- Parents unrealistic or excessive pressure on the client to such a degree that it affects the academic performance.
- Decline in academic performance that occurred in the response to environmental stress.

##### ➤ Counselling Intervention Steps

1. Adolescent intake form taken and client was made to sit comfortably
2. Rapport building session
3. Complete psychological testing to assess whether any learning disability, ADHD, Anxiety or some other environmental factor are interfering with the client's academic performance.
4. Psychosocial history of client like family history, developmental milestone, history of previous educational failures etc. were taken.
5. Client asked to share the details of any medical problems such as possible hearing or visual problems that might lead to academic underachievement.
6. Client's level of insight into the problem was assessed and discussion was done to identify the motivation level of the client to accept and solve the problem.
7. Based on psychological testing conducted in step 3, the client was assigned with a specific homework assignment.
8. Along with the homework assignment given in step 7, a meeting with client's parents, school coordinator and in some cases the school principal was also conducted to design effective educational interventions like giving extra time to complete the exam, conducting extra classes etc.
9. The client was also helped to identify specific academic goals and steps that were needed to accomplish that goal.
10. Effective study skills were also taught like time table scheduling for different subjects, removing distractions, using mnemonics, highlighting important points etc.
11. Effective test taking strategies were also taught like reviewing material regularly, studying in small segments etc.
12. Client was also given relaxation techniques which could be used during the examination.

13. Client's parents were encouraged to maintain regular communication with the teachers and keep up with the school assignments.
14. Family therapy sessions (discussed further) were also conducted with the client's family.
15. Reinforcement was also given when the client stayed on track and showed significant progress throughout the session.

## 2. Treatment for Anger

### ➤ **Behavioral definition**

- A pattern of episodic anger in response to specific situation or situational themes.
- Displays body language suggesting anger.
- Rationalizes and blames other for aggressive and abusive behaviors
- Repeated angry outbursts that are out of proportion to the precipitating event.
- Excessive yelling, swearing, crying, verbal abuse, frequent fighting, intimidating, throwing objects when angry.
- Repeated history of passive-aggressive behaviors to frustrate or annoy others

### ➤ **Counselling Intervention Steps**

1. Adolescent intake form taken and client was made to sit comfortably
2. Rapport building session to built level of trust and using empathy, unconditional positive regard and acceptance to identify and express feelings.
3. Complete psychological testing to assess the client's level of insight towards the problem.
4. Assessment of the client on other disorders like ADHD, ODD, Vulnerability to suicide.
5. Assessment of client's home, school and community.
6. A meeting with client's parents, was also conducted to see how they responded to the child's anger and what triggers and reinforcements they may be contributing to its expression.
7. The client was also asked to self-monitor by keeping a daily journal in which he/she documents persons, triggers and situations of anger, irritation or disappointment
8. The client during the counselling session was also made to do exercises that helped to control the anger. The exercises included deep breathing, guided meditation, practice laughter and changing of facial expression and body language to effectively manage anger.
9. Client's parents were encouraged to reinforce the child whenever the child managed the anger.
10. Reinforcement was also given when the client stayed on track and showed significant progress throughout the session.

### 3. Treatment for Anxiety

#### ➤ **Behavioral definition**

- Excessive anxiety, worry, or fear that markedly exceeds the normal level for the client's stage of development.
- High level of motor tension, such as restlessness, tiredness, shakiness or muscle tension.
- Autonomic hyperactivity such as rapid heartbeat, shortness of breath, dizziness, dry mouth, nausea, diarrhea.
- Hypervigilance such as difficulty in concentrating, trouble falling asleep and general state of irritability
- Excessive anxiety and worry due to autonomy status, friction between parents, behavior of the teachers, overuse of guilt etc.

#### ➤ **Counselling Intervention Steps**

1. Adolescent intake form taken and client was made to sit comfortably
2. Rapport building session to build level of trust and using empathy, unconditional positive regard and acceptance to identify and express feelings.
3. Complete psychological testing to assess the client's level of insight towards the problem.
4. Assessment of the client on frequency, intensity and duration of anxiety symptoms using an Anxiety questionnaire.
5. Assessment of client's home, school and community.
6. The client was then taught various calming exercises such as JPMR, guided imagery, diaphragmatic breathing.
7. The client was also given homework to practice the exercises.
8. The client during the counselling session was also made to understand the role that fearful thinking plays in creating fears, excessive worry and how it underestimates the client's ability to manage realistic demands.
9. Client was also encouraged to identify the fearful self-talks and then implement a thought stopping technique for fears and worries.
10. Reinforcement was also given when the client stayed on track and showed significant progress throughout the session.

### 4. Treatment for Low Self-Esteem

#### ➤ **Behavioral definition**

- Seeing oneself as unattractive, worthless, stupid, loser a burden and unimportant.
- Takes blame easily
- Inability to accept compliments
- Refuses to take risks
- Avoids social contact with peers and adults
- Unable to identify and accept positive traits
- Fears rejection from others especially peer groups

➤ **Counselling Intervention Steps**

1. Adolescent intake form taken and client was made to sit comfortably
2. Rapport building session to build level of trust and using empathy, unconditional positive regard and acceptance to identify and express feelings.
3. Student was asked to describe how he/she perceives himself/herself including strengths and weaknesses, traits, accomplishments and how he/she believes others see him/her.
4. Self esteem questionnaire was given to the student to assess the self-esteem of the student.
5. Student was also made aware of the way he/she expresses himself/herself e.g. lack of eye contact, social withdrawal and negative feelings about self.
6. The student was asked to make one positive statement about himself/herself daily and record it on the journal.
7. The student was assisted in developing positive self as a way of boosting his/her confidence and positive self-image.
8. Family therapy was also conducted with parents to probe into the parents' interaction with the student.
9. The student was asked to develop a list of positive affirmations about himself/herself and was asked to read it at least three times daily.
10. The student was also assigned a mirror exercise in which the student had to look daily into the mirror and then record what he/she sees there.
11. Reinforcement was also given when the client stayed on track and showed significant progress throughout the session.

## 5. Treatment for Panic

➤ **Behavioral definition**

- Complains of unexpected, sudden, panic symptoms such as shallow breathing, sweating, heart racing, pounding, chest tightness etc.
- Marked avoidance of activities or environments due to fear of triggering intense panic symptoms.
- Avoids public places or environments with large group of people.
- Increasingly avoiding situation leading to panic symptoms.

➤ **Counselling Intervention Steps**

1. Adolescent intake form taken and client was made to sit comfortably
2. Rapport building session to build level of trust and using empathy, unconditional positive regard and acceptance to identify and express feelings.
3. Student was given a questionnaire to assess the Anxiety and Panic Survey was also conducted.
4. The nature of stimulus, thoughts, situations that precipitated the client's panic was also assessed.
5. Cognitive-behavioral approach was used to identify the cycle of Panic attacks.

6. Systematic desensitization was used to help client understand that the fear was learned.
7. JPMR and diaphragmatic breathing was used as a daily exercise.
8. The client was also taught to focus on external stimuli and behavioral responsibilities during panic rather than focusing on physiological changes.
9. The client was also made to self-talk regarding the fear response and was asked to replace the distorted messages with more realistic positive outcomes.
10. Homework assignment was also given to the client in which he/she was asked to identify the fearful self-talk and create reality-based alternatives.
11. Sensation exposure technique was also used in which the client was asked to generate responses that occurred during a panic attack and then using coping strategies like diaphragmatic breathing and muscular relaxation had to calm his/ herself down.
12. To avoid relapses Acceptance and Commitment therapy approach was also used to help the client accept the uncomfortable realities like lack of control on the situation, tolerate unpleasant situations etc.
13. Reinforcement was also given when the client stayed on track and showed significant progress throughout the session.

## 6. Treatment for Specific Phobia

### ➤ **Behavioral definition**

- A persistent and unreasonable fear of a specific object or situation that promotes avoidance behavior.
- Avoids the phobic stimulus or endures it with distress, resulting in interference with normal routines.
- Acknowledges a persistence of fear despite recognition that the fear is unreasonable.
- Sleep disturbed by dreams of the feared stimulus.
- Dramatic fear reaction out of proportion to the phobic stimulus.

### ➤ **Counselling Intervention Steps**

1. Adolescent intake form taken and client was made to sit comfortably
2. Rapport building session to build level of trust and using empathy, unconditional positive regard and acceptance to identify and express feelings.
3. Client's phobic fear and avoidance was assessed using severity measure for specific phobia by APA.
4. The client was then given an insight into how phobias are very common and are natural but irrational expression of our fight-flight response.
5. The nature of stimulus, thoughts, situations that precipitated the client's phobias were also assessed.
6. Cognitive-behavioral approach was used to identify the cycle of phobias.

7. Systematic desensitization was used to help client understand that the fear was learned.
8. JPMR and diaphragmatic breathing was used as a daily exercise.
9. Family therapy sessions were also conducted to discuss with the client and parents about how “phobic cycle” was maintained.
10. Client was assigned homework exercises in which he/she practices daily calming skills.
11. Behavioral techniques like modelling, corrective feedback, social reinforcement was taught to help the client.
12. Reinforcement was also given when the client stayed on track and showed significant progress throughout the session.

## 7. Treatment for Specific Phobia

### ➤ **Behavioral definition**

- Recurrent thoughts or preoccupation with death.
- Recurrent or ongoing suicidal ideation without any plans.
- Recent suicide attempt.
- Positive family history of depression and/or suicide.
- Expression of being hopeless attitude regarding life.
- Social withdrawal, apathy, lethargy.
- Rebellious and self-destructive behavior.

### ➤ **Counselling Intervention Steps**

1. Adolescent intake form taken and client was made to sit comfortably
2. Rapport building session to build level of trust and using empathy, unconditional positive regard and acceptance to identify and express feelings.
3. Client’s suicide potential was assessed on an ongoing basis using Beck Depression Inventory and Suicidal Ideation questionnaire.
4. Client was also assessed for evidence of research based correlated disorders like anxiety, depression etc.
5. Family therapy was also conducted with the parents of the client and in severe cases of suicidal ideation the family members as well as the school authorities were informed.
6. The client was given a homework assignment on making a contract on “No Self Harm”.
7. The client was encouraged to express his/her feelings related to the suicidal behavior.
8. The client was also given another homework assignment in which he/she had to list who and how others will be hurt by the client’s act of suicide.
9. The client was also asked to talk about various achievements in the upcoming sessions how they impacted him/her personally and was reinforced after them.
10. The client was also assisted in developing coping strategies for suicidal ideation.



11. Reinforcement was also given when the client stayed on track and showed significant progress throughout the session.

## 8. Treatment for Unipolar Depression

### ➤ Behavioral definition

- Demonstrates sad or flat affect.
- Reports a preoccupation with the subject of death.
- Exhibits moods irritability.
- Isolates self from family and/or peers.
- Has deterioration in academic performance.
- Lacks interest in previously enjoyed activities.
- Demonstrates low energy.
- Makes little or no eye contact.
- Frequently expresses statements reflecting low self esteem
- Expresses feelings of hopelessness, worthlessness, inappropriate guilt.
- Reports unresolved feelings of grief.

### ➤ Counselling Intervention Steps

1. Adolescent intake form taken and client was made to sit comfortably
2. Rapport building session to build level of trust, empathy, unconditional positive regard and acceptance to identify and express feelings.
3. Client's level of depression was assessed on an ongoing basis using Beck Depression Inventory.
4. The client was asked to make a list of what he/she is depressed about.
5. Client's suicide potential was also assessed.
6. Cognitive behavior therapy such as cognitive restructuring was conducted for the client to help him/her with the depressive thoughts.
7. REBT was conducted to help the client make sense of the irrational thoughts he/she was having.
8. Family therapy was conducted wherein psychoeducation was given to the client's family and also to make the family more sensitive towards client's thoughts.
9. Client was given a homework assignment to keep a daily journal of automatic thoughts associated with the depressive feelings.
10. Role playing was also done to help the client identify the negative self-talk also to help the client develop skills related with assertiveness.
11. The client was encouraged to participate in social and recreational activities and to increase social interactions.
12. The client was asked to employ self-reliance training for assuming responsibilities for routine activities.
13. Reinforcement was also given when the client stayed on track and showed significant progress throughout the session.



# *Publications*



## PUBLICATIONS

# Study Habits: An important aspect of Student`s Life

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**Dr. Pankaj Singh**

Assistant Professor Psychology School of Humanities,  
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### **Abstract**

*Students comes across various challenges throughout their life major ones being ability to overcome and outstand the competitive academic world. In this attempt students work hard enough to sustain the academic competition, some succeed in their attempts and some lack behind. As stated by Ogbodo (2010) if a student wants to perform excellently he/she needs to form good study habits. This article aims to throw a light on how some students are unable to succeed the academic performance only because they lack having a proper study habits.*

**Keywords:** Study Habits, Academic Performance, Students

### **Introduction**

Habits are defined as a process where a situation generates an impulse in doing an action that has been repeated, hence leading to habitual behaviours (Gardner, 2015). Habits are developed in human beings over time when an individual consistently performs or practices a particular task (Aarts&Dijksterhuis, 2000). According to Limayem, Hirt& Chin (2001) over a period of time when an individual gains experience his behaviour shifts from consciously driven towards a more habitual behaviour and it is this automatic nature of the behaviour that makes it useful for the development of effective study habits.

### **What are Study Habits?**

The concept of study habits refers to a well-planned and a pattern of study that is deliberate and involve those behaviours that a student practices regularly in order to integrate their knowledge into their cognitive structure (Dadzie, 2008). For a student to be on the track of educational success effective study habits are required and these effective study habits are indeed related to outstanding academic performance (Hurley, 1994). Further, contributed by Kaur &Pathania (2015) better study habits contribute to a better academic achievement of the students.

# Study Habits And Academic Performance: A Comparative Analysis

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<sup>2</sup>Assistant Professor, Lovely Professional University, Phagwara, Punjab

## **Abstract**

*The study in hand was conducted to explore the connection between study habits and academic performance of secondary school students across various schools in the city of Ludhiana. A predictive study was run to understand the contextual importance of the variables of study habits and academic performance. For the purpose of this study a sample of 120 students (60 males and 60 females) were each chosen randomly from the schools. The age range of students was 13-16 years (mean age = 14.55 years for males and 14.15 years for females). The data was analysed using correlation and t-test. Results revealed a negative correlation between study habits and academic performance ( $r = -0.32$ ), whereas, through t-test it was confirmed that there is a significant difference between study habits and academic performance ( $p < .05$ ), although no significant gender differences were observed between the two variables.*

**Keywords:** Study Habits, Academic Performance, Secondary school Students

## **1. INTRODUCTION**

The concept of habit refers to patterns of repetitive behaviours that are performed by an individual automatically and does not require a conscious effort (Danner et al., 2011). Over a period of time when an individual performs a particular task consistently over and over again it leads to the formation of the habits, these then become automatic in nature as the behaviour then shifts from being consciously driven to a more habitual one, because habits are automatic in nature hence in the field of education they play an important role in the formation of study habits among students (Aarts & Dijksterhuis, 2000) which is one of an important variable in shaping a student's academic performance. To this, Bajwa et al (2015) identifies that study habits are a kind of more or less permanent method of studying, also they are an essence of a dynamic personality i.e. the habits which students form during their school years (Ebele and Olofu, 2017). Crede & Kuncel (2008) have defined study habits as those study routines or standard procedure that a student follows consistently in one's academic journey. Therefore, these can be referred to as a well-planned pattern of study that is deliberate and consistent on the part of the student so as to understand the academic subjects and succeed well in examinations (Pauk, 1962).

Many students despite having required intelligence are unable to maintain their expected academic records and possibly fall short on their study habits (Vyas, 2002) and hence

## Eclectic Counselling: Its Effectiveness In Improving Study Habits And Academic Achievement Of School Students

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### Abstract

The study in hand was conducted to examine the effectiveness of Eclectic Counselling Approach on senior secondary school students in Punjab. The study observed whether eclectic counselling had a significant impact in improving the study habits and consequently the academic performance of school students. For the purpose of the study, a sample of 120 school students between the age group of 13-16 years, were selected through purposive sampling technique from the schools of Punjab. To identify the effectiveness of eclectic counselling, the total sample was divided into experimental and control group. The obtained data was statistically analyzed using t-test. Results showed that experimental and control group are not different to each other in terms of study habits and academic performance before intervention but after intervention experimental and control groups showed significant differences in terms of academic performance but not in terms of study habits. The present study has its implication in guiding teachers and education policy makers for designing programs aimed specifically at improving the two variables.

**Keywords:** Academic Performance, Study Habits, Eclectic Counselling, School Students.

### Introduction

Individuals require counselling at some or the other stages of their life and quite often it is provided by one who is less skilled and has no experience of what actually a counselling means, whereas counselling refers to a scientific process of providing assistance given to a person who is sincerely in the need of the help and is provided by a professionally qualified person who has prerequisite and psychological skills to provide the same (Koottiyaniyil, 2010).

According to Reber, Allen and Reber (2009, p. 162) Counselling is a “generic term that is used to cover

who needs assistance and the counsellor is trained and educated to give this assistance.”

The major aspect of counselling lies in the fact that it is most often provided by the one who is trustworthy but at the same point does not fits into the category of a friend, family member or a colleague. Counselling is a time-consuming process and gradually progresses over a period of time with various systematic steps and procedures, where the counsellor is viewed by the counselee as someone who is often reliable, gives support and considers the counselee as someone who is a person and not merely a bundle of problems. Major principles of counselling include acceptance,






# *Certification*



## CONFERENCE CERTIFICATES



**THE INDIAN SCIENCE CONGRESS ASSOCIATION**  
(Professional Body under Department of Science & Technology,  
Ministry of Science & Technology, Government of India)  
14, Dr. Biresh Guha Street, Kolkata – 700 017

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*Paper Presentation Certificate*


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This is to certify that Prof./Dr./Shri/Smt. *Jagjeet Kaur*  
.....  
..... of *Lovely Professional University,*  
*Parenting styles and Emotional*  
has presented a Paper (Oral/Poster) entitled, *Stability among Different*  
*Cultural Groups: A*  
*Comparative Analysis* in the Section of *Anthropology &*  
..... *Behavioural Sciences* ..... during  
the 106<sup>th</sup> Indian Science Congress held at Lovely Professional University,  
Phagwara, Jalandhar from January 3 to 7, 2019.

His/Her Membership Number is *SLM 2270* .....

Date *7<sup>th</sup> Jan '19* .....

  
Office Seal

  
(Signature)  
Sectional President



# LOVELY FACULTY OF BUSINESS AND ARTS

[Under the Aegis of Lovely Professional University, Jalandhar-Delhi G.T. Road, Phagwara (Punjab)]

Certificate No. 208576

## Certificate of Presentation

This is to certify that Dr./Mr./Ms. Jasgeet Kaur  
of Lovely Professional University, Phagwara  
presented a paper entitled Study Habits and Academic Performance:A Comparative Analysis  
in **National E-Conference on Education and Development : Post COVID-19** organized on 26th September 2020 by School  
of Education, Lovely Professional University, Punjab.

Date of Issue : 05-10-2020  
Place of Issue : Phagwara (India)



Prepared by  
(Administrative Officer-Records)



Organizing Secretary



Conference Director