

A STUDY OF THE RESULTS IN TERMS OF ACADEMIC BEHAVIORS, OF A SPECIAL PROGRAM IN GUIDANCE *

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The Problem

The study was concerned with the problem of finding out whether a specific counseling treatment condition embodied in a Special Program in guidance would induce significantly greater achievement behavior among a section of senior high school students.

The Special Program followed in this study aimed to improve: (1) the students' motivation to achieve; (2) their study habits and attitudes; (3) their grades in Physics, History, Trigonometry, Literature, and English Composition, and (4) their school attendance.

The Subjects

The students under study were the middle section of the 1975-1976 senior class of Central Philippine University High School. Section B was designated the Experimental Group; Section C, Control Group I; and Section D, Control Group II.

The Instruments

The instrument used to measure motivation of the subjects for study was the **Motivation Scale** adapted by Elma Herradura from Jack Frymier.

The instrument to measure the subjects' study habits and attitudes

was the standardized inventory, the **Study Habits and Attitudes Inventory** by William F. Brown and Wayne Holtzman:

The Index of Achievement

The grade averages of the students under the study in the aforementioned academic subjects were the indices of academic achievements.

Index of Attendance

The reported absences of each student were the index of attendance.

The Special Program

The Special Program was a series of class sessions conducted for the Experimental Group by the researcher. During these special sessions several topics were discussed. The topics included effective methods of study, preparing for exams, learning to read and write, learning to listen, learning to communicate, and learning to be on one's own.

Statistical Procedures

Four hypotheses were formulated all predicting that the subjects would improve (1) their academic motivation to achieve, (2) their study habits and attitudes, (3) their grade averages in the different academic subjects, and (4)

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their school attendance.

To test the hypotheses, one-way analysis of variances was performed on the data.

The effects of the treatment conditions on the students under the study were determined through analysis of covariance. The t-test was finally used to determine means of the post-test data.

Another approach to the problem was to determine how many students in each group significantly changed after the period of study. The critical values of difference between percentages were used as indices of change. In all comparisons, a .05 level of significance was sought.

Findings

The Experimental Group and Control Group I were to be considered equal in the following criteria at the start of the study: motivation, achievement in Physics, Trigonometry, and Composition, and in the number of unexcused absences.

The Experimental Group and Control Group I were different in study habits, study attitudes, and study orientation at the start of the study.

After participating in the Special Program, the Experimental Group was no better than Control Group I in Composition and Physics. The Experimental Group was significantly different from the Control Group I in Trigonometry, World History, and Literature.

In terms of percentage of those who increased in grade or score, both groups were equal in motivation, study habits, study attitudes, and study orientation.

In terms of percentage of those who decreased in their grade or score, both groups showed that several of their members suffered decreases, however, less students came from the Experimental Group.

Conclusion

This study failed to demonstrate fully the effectiveness of the Special Program in improving the motivation, the study orientation, and the attendance of the students who participated in it. Whether in consequences or not, neither did the Program fully effect improvement in academic achievements except in three out of five academic subjects. These increases were in World History, Literature, and Trigonometry.

Recommendation for Immediate Implementation

1. Although there may be a place for general guidance to help students improve their motivation and study orientation, such a program by itself needs to be followed by specific orientation to specific subjects. Individual guidance in each subject shall be provided as soon as particular students meet with difficulty in learning.

2. The above functions in guidance should be reflected in responsibilities of personnel in the organization. While general orientation counseling as regards schooling should be the responsibility of the school's guidance center, every teacher should take it upon himself to provide specific counseling in the subject he is teaching.

It is further recommended that group counseling techniques as practiced by the guidance counselor of CPU need to be improved.

Recommendations for Further Study

It is recommended that the following studies which this present investigation due to its limitations could not include, be undertaken:

1. A replication of this same study (1) using the student's scores in the last departmental test as criterion measures instead of the cumulative average grade which was used here. It was observed that one source of the difficulty in showing the effectiveness

of the Special Program was the cumulative system of grading. Under the cumulative system, the final grade was influenced by the first, second, and third grading periods, so it did not reflect whatever changes, if any, that might have occurred during the Special Program. The only measure that shows a "net" achievement from one grading period to the next is the departmental test score. Assuming that the subject-matter content of the departmental test covered the grading period being tested, then the departmental score really measures more adequately the achievements of the students for each grading period in consideration. (2) A change in the schedule of administration of the post-test from the fourth grading period to the last or final grading period, to give enough time for the students to learn to develop, master, and use the skills and techniques taught during the Special Program.

2. A parallel study be made in the

College of Engineering to determine the effects of motivation and study habits on achievements in math and engineering subjects. This study may reveal useful information that may help solve the problem of failures among a great number of freshmen students in the College of Engineering.

3. Correlational studies between level of aspirations and academic achievements.

4. Longitudinal studies of the underachieving students in relation to such factors as personality of the teacher, method of teaching, peer group interest/values, and students' evaluation of their teachers.

5. A follow-up study of the subjects of this Experiment in their college years to see whether the Special Program conducted may have delayed usefulness to the motivation, study habits and skills of the students after some time had elapsed.