



IMPACT OF STEPHEN COVEY'S SEVEN HABITS ON THE ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

¹Sandhya Shetty,²Dr. Flosy and³C.R. D'Souza

¹PhD Scholar and ^{2&3}Associate Professor

^{1,2&3}St. Ann's College of Education, Mangalore

Abstract: Stephen Covey's Seven Habits (SCSH) has become fodder of leadership programmes at corporate level. Later SCSH was subject of research at educational level. The principles of SCSH have been implemented in many schools across the world as a part of character education and leadership training. The present study was an attempt to develop an instructional package based on SCSH and to find its effect on Academic Achievement of secondary school students.

The study was experimental in nature. The experimental design used was 2 X 3 factorial design involving two instructional strategies and three levels of Intelligence. The investigator prepared the instructional material based on SCSH and it was validated by the experts. The investigator constructed the Academic Achievement test to measure Academic Achievement of secondary school students. After pre-test and administering the instructional material for 8 months, a post test was conducted on Academic Achievement. Post test scores on Achievement indicated that there was significant difference in gain scores of the two treatment groups. The analysis of the result with ANCOVA using pretest as a covariate.

Indicated that instructional package based on SCSH improved the secondary school students' academic achievement.

Keywords: Stephen Covey's Seven Habits of Highly Effective People, Instructional package, conventional instruction and Academic Achievement.

Introduction

Stephen Covey's seminal work on Seven Habits of Highly Successful people is considered one of the best self help book. Stephen Covey's Seven Habits (SCSH) became fodder of leadership programmes at corporate level. Later SCSH was subject of research at educational level. The principles of SCSH has been implemented in schools across the world as a part of character education and leadership training. Stephen Covey shares in his book 'The Leader in Me': 'How Schools and Parents Around the World are Inspiring Greatness, One Child at a Time'. 'Leader in me' a collection of success stories of schools that have incorporated the principles of Seven Habits into school curriculum. The Seven Habits are the fundamental principles based on natural laws, which are key to students' success in school and after school life. (Covey, S. 1989) Academic Achievement is considered as determinant of future success. Stephen Covey's first three habits are believed to instrumental in motivating students to follow systematic study habits and thereby improving the academic achievement.

Theoretical Framework

Stephen Covey seven habits of highly effective people are distilled from the success literature since 1976. The seven habits are: Habit 1: Be Proactive: Taking initiative and responsibility.

Habit 2: Begin with end in mind: Having personal mission, short term and long term goals.

Habit 3: First things first: is about prioritizing and time management. Habit 4: Think win/win: Principle of mutual respect. Habit 5:

Seek first to understand then to be understood: Principle of emphatic listening. Habit 6: Synergize: Principle of creative co-operation.

Habit 6: Sharpen the saw: Principle of Personal renewal and growth. The Proactive habit prods the students to take responsibility for their studies by following growth mindset (Dweck, C. 2017). The second habit of Begin with end in mind helps the students to plan ahead of the exam by preparing weekly and monthly plans. The third habit of First things first inculcates the habit of time management and enables the students to attend the important and urgent tasks thereby reducing the distractions. The habits: 4, 5 and 6 facilitates cooperative and collaborative learning among the students. And the habit 7 makes the students open to continuous learning. Thus, the Stephen Covey's Seven Habits enhances the academic performance among the student.

Review of the related Literature

Zins, J.E (2004) prepared an impact report on Leader in me: Building Academic Success. The report on impact of TLIM on Students achievement, leadership, behavior indicated 73 % schools improved in reading proficiency, Miller, C. (20018) explored SCSH Impact on students Educational Achievement. He implications suggested are to include training the students with leadership course based on SCSH for the success of students in academics. Cherie, J. (2016) studied the effect of leader in me, a school-wide positive behaviour intervention system. The study gave conclusive evidence about the effectiveness of TLIM in improving academic achievement. Franklin Covey (2015) The principles of seven habits improve learning outcomes, enhance students' experiences and ensure cultivation of skills that strengthen student achievement.



Need and Significance of the study

Academic Achievement is considered as the most important parameter of school success. The National Education Policy 2020 states the importance of supplementary and complementary role of the non cognitive skills in holistic development of the students alongside the improved academic performance. The Leader in Me is a programme based on Covey’s seven habits (SCSH) for school students to enhance academic performance, leadership and social-emotional development. So, the researcher developed the instructional package based on SCSH to study its effect on secondary students academic performance.

Statement of the Problem

A study on the effect of the Instructional Package based on Stephen Covey’s Seven Habits, levels of Intelligence ad their interaction on improving the academic achievement in secondary school students by taking pretest as covariate.

Operational definition

Instructional Package based on Stephen Covey’s Seven Habits (SCSH) is instructional material consisting of 36 lessons to introduce and apply SCSH in everyday life.

Conventional Instruction is the commonly practiced classroom transaction that is teacher centered and textbook is the sole source of syllabus.

Academic Achievement is the score obtained the Academic Achievement test in four subjects (English, Science, Social Science and Mathematics) constructed by the researchers.

Levels of Intelligence is the groups of students divided into three groups, Above Average, Average and Below Average based on their Intelligence score.

Methodology

Experimental method was followed to determine the effect of instructional strategy based on Stephen Covey’s Seven Habits and Conventional Instruction, levels of Intelligence (Above Average, Average and Below Average), and their interaction on academic achievement of secondary school students. The sample included 80 students from standard nine of a secondary school in Udupi district. The instructional package based on Stephen Covey’s Seven Habits was constructed by the researcher. To experimental design adopted for the study was 2X3 factorial design. The data was analyzed applying ANCOVA.

Tools used in the study

- Instructional material consisting of standalone and integrated lessons to introduce and reinforce the Seven Habits of Highly Effective People prepared by the researcher.
• Academic Achievement test developed by the researcher and validated by the experts.
• Indian Intelligence Test for Adolescents, a standardized tool developed by Dr. R.P. Gupta (1993)

Analysis of the data

“To study the effect of Instructional Strategies based on Stephen Covey’s Seven Habits and Conventional Instruction (SCSH and CI), levels of intelligence (Above Average (AA), Average (A) and Below average (BA)) and their interaction on Academic Achievement of standard nine students of a secondary schooltaking pretest as covariate”.

To test this objective, following hypotheses were formulated

H 0 1. There is no significant difference in the main effect of Instructional Strategies (SCSH and CI) on mean scores of Academic Achievementof standard nine students of a secondary schooltaking pretest as covariate.

H 0 2. There is no significant difference in the main effect of Levels of Intelligence (AA, A, BA) on the mean scores of Academic Achievement of standard nine students of a secondary school by taking pretest as covariate.

H 0 3. There is no interaction effect of Instructional strategies (SCSH and CI) and levels of Intelligence (AA, A, BA) on the mean scores of Academic Achievement of standard nine students of a secondary schooltaking pretest as covariate.

The data were analyzed using the statistical technique two way Analysis of Covariance (ANCOVA) 2X3 factorial design. The two factors in the analysis were Instructional Strategies and levels of Intelligence, and their main and interaction effects were calculated and tabulated as given in Table 1.0

Table 1 ANCOVA Summary: Instructional Strategies X Levels of Intelligence on Academic Achievement

Table with 7 columns: Source, df, SS, MS, F-Ratio, Sig., P value. Rows include Instructional Strategies (A), Level of Intelligence (B), AXB, and Error.



Table Posttest adjusted mean score of Academic Achievement

Instructional Strategies	Level of IQ	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
SCSH	BA	75.889	2.755	70.398	81.380
	A	94.656	1.995	90.680	98.633
	AA	92.537	2.822	86.913	98.161
	Total	87.694			
CI	BA	52.772	3.388	46.020	59.524
	A	74.560	1.954	70.666	78.454
	AA	85.069	3.348	78.396	91.742
	Total	70.800			

Main effect of Instructional Strategies on the Academic Achievement

From the table the main effect of Instructional Strategies on the Achievement of secondary school students was found to be significant ($F=67.66, df=2/73, p<.05$). Hence the null hypothesis is rejected and the following alternate hypothesis is accepted.

H₀ 1. There is no significant difference in the main effect of Instructional Strategies (SCSH and CI) on mean scores of Academic Achievement of standard nine students of a secondary school taking pretest as covariate

The posttest mean scores of Academic Achievement in the SCSH group (87.69) is greater than that of CI group (70.80), hence it can be inferred that the Instructional Strategies based on SCSH significantly more effective than CI

Main effect of the Levels of Intelligence on the Academic Achievement

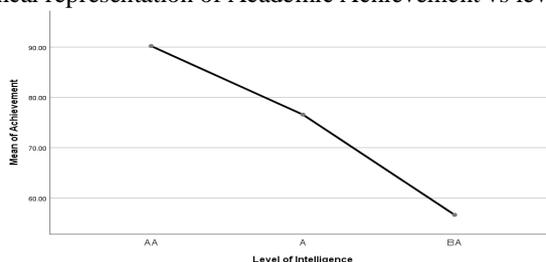
From the table the main effect of the Levels of Intelligence on the Academic Achievement of secondary school students was found to be significant ($F=34.96, df=2/73, p<.05$), hence the null hypothesis is rejected and the following alternate hypothesis is accepted.

H₂. There is significant difference in the main effect of Levels of Intelligence (AA, A, BA) on the mean scores of Academic Achievement of standard nine students of a secondary school by taking pretest as covariate.

Scheffe Post hoc test was performed and the result of homogenous subsets is given in table 2.0. The Average Intelligence level students scored (70.80) significantly greater than that of the Below Average Intelligence students (56.65).

Achievement				
Scheffe ^{a,b}				
Level of Intelligence	N	Subset for alpha = 0.05		
		1	2	3
BA	20	56.6500		
A	40		76.5750	
AA	20			90.2000

Figure 1.0 Graphical representation of Academic Achievement vs levels of Intelligence



Interaction effect of Instructional Strategies and Levels of Intelligence on the Academic Achievement of secondary school students

The interaction effect of Instructional Strategies and Levels of Intelligent on the Achievement of secondary school students is found to be significant. ($F=4.10, df=2/73; p<.05$). Hence the null hypothesis is rejected and the following alternate hypothesis is accepted.

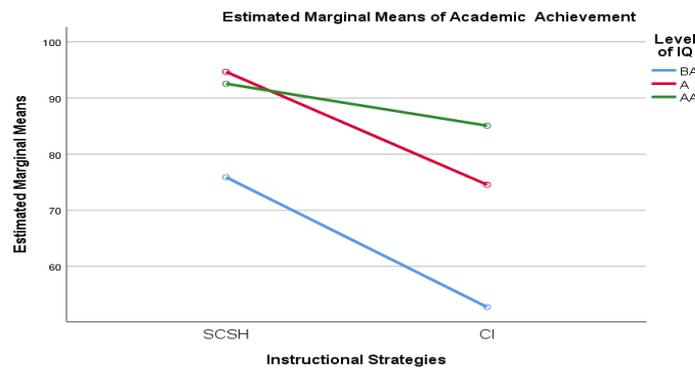
H₁₈. There is interaction effect of Instructional strategies (SCSH and CI) and levels of Intelligence (AA, A, BA) on the mean scores of Academic Achievement of standard nine students of a secondary school taking pretest as covariate.

The multiple comparisons of the posttest mean as given intable shows that the mean score average intelligence students (94.65) is greater than the mean score of above average and below average in the SCSH group compared to CI group.



Table Multiple Comparison of means scores of Academic Achievement

Instructional Strategies			SCSH			CI		
	Levels of IQ		BA	A	AA	BA	A	AA
		Mean	75.89	94.66	92.54	52.77	74.56	85.07
SCSH	BA	75.84	0					
	A	94.66	18.77(S)	0				
	AA	92.54	16.65(S)	2.12(NS)	0			
CI	BA	52.77	23.12(S)	41.88(S)	39.77(S)	0		
	A	74.56	1.33(NS)	20.10(S)	17.98(S)	21.79(S)	0	
	AA	85.07	9.18(S)	9.587(S)	7.468(S)	32.30(S)	10.51(S)	0



Major findings

- Instructional Package based on Stephen Covey’s Seven Habits was significantly more effective in improving Academic Achievement. The levels of Intelligence (Above Average, Average and Below Average) have significant effect in improving Academic Achievement. Above Average Intelligence Students scored significantly better than the Average and Below average Intelligence students. There is significant interaction effect of Instructional strategies and Levels of Intelligence on Academic Achievement. The average Intelligence students of SCSH group scored significantly better than the above average intelligence students.

Educational Implications: Incorporating the principles of Stephen Covey’s Seven Habits in school curriculum can enhance the academic achievement. among the secondary school students. The SCSH can be taught as a part of Value Education initially and then integrated into all the subjects. Teachers should be trained in applying SCSH across the curriculum (Casey, Manell (2010)).

Future Scope of the study: The study could be conducted on larger sample, at different levels of education. The habits could be integrated with other subjects. The longitudinal study can be conducted to explore the retention of habits.

Conclusion: Stephen Covey’s Seven Habits can be taught at secondary school level to improve in the academic achievement. The first three habits helps the students to set study goals, planning for the study and staying focused with sustained interest with systematic study. The habit of sharpen the saw helps the students the cultivate outlook for continuous growth and renewal.

References

1. Covey, S. R. (1989). Seven habits of highly effective people : powerful lessons in personal change. UK: Simon & Schuster.
2. Van, A. S., & (2004), F. J. (n.d.). Utilising Covey's Seven Habits of Highly Effective People to Implement No Child Left Behind. Retrieved 5 2, 2013, from <http://www.leadershipreview.org/2004spring/CoveyArticle.pdf> (No child left)
3. Dev, M. (2014) Factors affecting academic achievement: A study on an elementary school students NCR Delhi, India. Journal of Educaiton and Practice ISSN 2222-1735. Vol.7, No.4, 2016
4. Fusaro (2004) Utilizing Covey’s Seven Habits of Highly Effective People to implement No Child left behind. Kravis Leadership Institute, Leadership review, Spring 2004doi:10.1.1.5772095Casey, M
5. Zins, J. E. et al (2004) Building Acedemic Success: What does research say: New York: Teachers College
6. Humprie, A et al (2015) Perceptions of the Leader in Me© Process in Regard to Student Discipline. Journal of Education and Human Development September 2015, Vol. 4, No. 3, pp. 93-104 ISSN: 2334-296X (Print), 2334-2978 (Online) Copyright ©