

EFFECTIVENESS OF STUDY SKILLS TRAINING IN MINIMIZING POOR
STUDY HABIT AMONG SECONDARY SCHOOL STUDENTS IN SABON GARI
LOCAL GOVERNMENT AREA OF KADUNA STATE

BY

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DECLARATION

I hereby declare that this thesis is a true record of my independent investigation. It has not been presented partially or wholly anywhere in any application for a higher degree. All quotations are indicated and sources of information are specifically acknowledged by means of references.



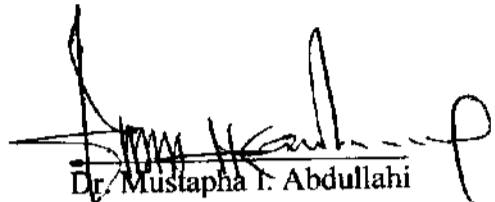
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CERTIFICATION


This thesis entitled 'Effectiveness of study skills training in minimizing poor study habit among secondary school students in Sabon Gari Local Government Area of Kaduna State' by Jimoh, Kehinde I. Agbaiyero meets the regulations governing the award of Masters of Education (M.ED) Guidance and Counseling of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.


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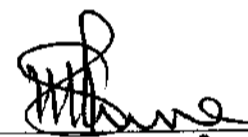
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DEDICATION

This research work is highly dedicated to the Almighty God who has been my source of wisdom and granted me health to carry out the study and in cherished memory of my beloved, humble and kind-hearted brother, Ojo Jimoh Agbaiyero, fondly remembered as OJ. May his soul rest in peace. Amen

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ABSTRACT

This study was carried out to examine the effectiveness of study skills training in minimizing poor study habit among secondary school students in Sabon Gari local government area of Kaduna state. The instrument named Study Habit Inventory (SHI) developed by Bakare (1977) was administered to SS II senior secondary school students from Army day secondary school and Government commercial College, Zaria. Based on the pre-test scores, they were randomly assigned into experimental and control group. 25 students were in the experimental group, while 25 students were in the control group. The subjects in the experimental group were exposed to 30 minutes treatment over a period of 6 weeks, covering 12 sessions. While those in the control group were not exposed to any training. In the process of the study, four (4) research questions and four (4) research hypotheses were formulated and put to test. Percentage, mean, standard deviation and t-test were employed in data analysis. The results showed that poor study habit relating to homework and assignment, time allocation, reading and note taking, study period procedure, written work, examination and teachers consultation can be reduced to the barest minimum with the use of study skills training. Based on the findings, it was recommended that study skills training should be organized for secondary school students often just as career days, because without acquiring the proper study skills to make the require results, their future career will only end as fantasy and never become a reality.

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ABBREVIATIONS

- SS - Senior Secondary
- GCC - Government Commercial College
- SHI - Study Habit Inventory
- ADHD - Attention Deficit Hyperactivity Disorder
- SPI - Student Problem Inventory
- SASI - Self Assessment Study Inventory
- ANOVA - One way Analysis of Variance
- ANAS - Academic Need Achievement Scale
- SD - Standard Deviation

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OPERATIONAL DEFINITION OF TERMS

For the purpose of this study, the following terms have been defined as:

- A. SQ3R Approach: This is an organised approach to help students become active in their reading and retain information easily.
- B. Study skill training: Study skills training are an essential part of tutoring, and a sizeable amount of time is spent on teaching these skills to students. Training sessions help in identifying the skills adopted by students.
- C. Experimental Group: Group that received or were exposed to study skill training
- D. Control Group: Group that did not receive study skill training

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The quality of a nation depends upon the quality of its citizens. The quality of citizens depends on the quality of their education and quality of education besides other factors depends upon study habits and study attitude of the learners. Quality of education is reflected through academic achievement which is a function of study habits and study attitude of the students. Thus to enhance the quality of education, it is necessary to improve the study habits and study attitudes of the students.

Students often perform poorly in school simply because they lack good study habits. In many cases, students do not know where to begin, don't fully understand what they study, are not motivated, or feel that there was too much work given to them with too little time to complete or study it. If study skills do not improve, students will continue to test poorly and not perform to their fullest potential.

Some students have problems getting started. They begin to study early, with one or two hours per day. Then, there is a slow decline in study time and quality as exams or test approach. In other instances it seems that there is just too much to study and not enough time in which to study effectively and remember all they have read.

Poor study habit is a crucial issue which continues to generate a lot of concern among educationist, guidance counsellors, students, psychologists and parents alike. Day to day experiences show a growing frustration on the part of the students due to poor study habit. The problem if not carefully handled, could lead to academic failure which has a devastating

effect on those who have experienced it over and over, and could lead to damage to the total well being of the victim. Because of its devastating effect, it therefore becomes necessary to revisit this problem of poor study habit amongst secondary school student in Sabon Gari local government Area.

According to Kagu, poor study habit was indeed a problem among so many Nigerian students, adult and non adults. Day to day experiences show a growing rate of frustrations on the part of students due to poor study habit. A number of scholars: Kagu(1991) and Pindar (2000) indicated that the current poor academic performance expressed by students at all levels may not be unconnected with poor study habit and poor study environment.

Poor study habits are personalized by the students in social, political and economic trauma. Alabi (2003) Broadly speaking, numerous problems are in existence, some are persistent problems as the students perceived them, such as stationary equipment and library and narrowed down with some that have been solved. The following items among others are yet another series of the problems that cause poor study habit amongst students of secondary schools in Sabon Gari local government area of Kaduna state.

- I. Overcrowded classrooms, dilapidated buildings, absence of furniture and other infrastructures.
- II. Undesirable attitudes of some students which results in social evils and political unrest.
- III. Obsolete teaching techniques, inadequate sporting facilities and lack of physical facilities.
- IV. Misguided decision on education couple with lack of support in the choice of curriculum.

In Nigeria's context, the purpose of secondary education is knowledge acquisition and development of all students towards individual fulfilment. Carrying out this crucial and significant responsibility obviously require school guidance and counseling programme that will aim at providing social, personal and career counselling, which will promote emotional health and adjustment in school.

Secondary education differ in type and curriculum context as stipulated in the National Policy on Education Revised edition (2008), the differences in school is aimed at fostering development and sustain the growth of individual student, conducting research on norms and values of an individual student as well as promoting career education.

All concerned and educational conscious citizen have to show concern and commitment for the education of student in secondary schools. Parents and teachers must perpetually motivate student to direct their intellect and vigor to productive ventures that will obviously promote order discipline, self reliance and national unity. This will lead students to tackle the problems of poor study habit.

1.2 Statement of the problem.

The attitudes of a lot of student in Nigeria secondary school seem to suggest that they study without really knowing the guiding principles or possessing the right skills of doing so. The result and effect of wrong approach to study is often than not mass failure in various examinations and series of frustration in the lives of many students. Several attempts have been made by the government, teachers, counselors and school administrators to address the issue of poor study habit and approaches which lead to mass failure, but to no avail. Some of the attempts include the introduction of continuous assessment, the UBE (Universal Basic Education), increase of manpower, improvement

in government policies of education, award of state and federal scholarship, introduction of functioning guidance and counseling departments . Yet the secondary school students of today have no time for books. They prefer to listen to music, watch football and movies. Kolo (1996) found that most students at secondary school level adopt a passive approach to studying. For students to perform excellently without cheating they must have good study habit and study privately on their own after the teachers' classroom so as to internalize, understand and be able to recall what have been taught. However, the effectiveness of individual private study depends largely on study habits or pattern adopted by the learner.

Therefore, this study attempts to specifically investigate the effectiveness of study skills training in minimizing poor study habit among secondary school students in Sabon Gari local government area of Kaduna state.

1.3 Objectives of the study

The objectives of the study are:

1. To determine the effectiveness of study skills training in minimizing poor study habit of secondary school students in Sabon Gari Local Government Area of Kaduna state.
2. To determine whether there is any difference in secondary school students exposed to study skills training in the experimental group and those not exposed in minimizing poor study habit relating to written home work and assignment.
3. To find out the difference on the basis of :
 - a. Subject scores in reading and note taking, written work and time allocation.
 - b. Study period procedure, concentration, and examination and teachers consultation.

1.4 Research Questions

This study seeks answers to the following questions

1. Is there any difference in the poor study habit of secondary school students in treatment group after exposed to study skills training and the control group?

Do the subjects differ on the basis of their study habit?

2. In homework and assignments, time allocation, reading and note taking?
3. In study period procedure, concentration and written work?
4. In examination and teachers' consultation.

1.5 Hypotheses

The following Hypotheses were tested:

1. There is no significant difference in the study habit between secondary school students exposed to study skill training in the experiment group and those not exposed in the control group.
2. There is no significant difference in homework and assignment, time allocation reading and note taking between secondary school students exposed to study skill training in the experiment group and those not exposed in the control group.
3. There is no significant difference in the study period procedure, concentration and written work between secondary school students exposed to study skill training in the experimental group and those not exposed in the control group.
4. There is no significant difference in examination and teachers' consultation between secondary school students exposed to study skill training in the experimental group and those not exposed in the control group.

1.6 Basic Assumptions

The following basic assumptions have been made for the study:

1. That the study skill training will improve poor study habit among secondary students school.
2. That the study skill training will improve poor study habit related to homework and assignment, time allocation, reading and note taking among students.
3. That the study skill training will improve poor study habit related to study period procedure, concentration and written work among students.
4. That good study habits and skills can be encouraged by parents, teachers and counselors.
5. That when students are taught how to study effectively, examination malpractices will decline in the educational sector.

1.7 Significance of the study

The researcher believes that secondary students will benefit from the findings of this study since the study provides basis for awareness and better understanding of how the current study habits affected the academic performance of the students. Likewise, it gives them a more focused and clear perspective on how the specific behaviours related to their studies influenced study habits.

From the findings of this study, school administrators and subject area coordinators, may also be guided in the formulation of future modification of curriculum and strategies toward a more effective delivery of learning. Teachers will also understanding better the diversity of learning of their students. As such, it is hoped that they could develop more effective methodologies in teaching their subject matter.

Guidance and Counselling Centre will also be helped by this study through providing a more focused and factual knowledge on the students study habits. This increased the understanding of the Guidance Counsellors on the interplay of this research. Such knowledge is hoped to help the Guidance and Counselling practitioners towards the development and implementation of more effective programs in consideration of counselling and enlighten students to early identify and appreciate better study habit.

Students will be given information on how study affects their academic performance. The result of the study will make them aware of the common study habits among them.

Future Researchers may be able to use the result of the study in farther similar research.

1.8 Scope and Delimitation of the study

The study confined itself to co-education public secondary students of Sabon Gari local government area. They are adolescent with different ages and from different background. Conceptually, the study is delimited to areas of Guidance and Counseling with regards to study skill training for minimizing poor study habit among secondary school students.

Chapter Two

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews the related literature on poor study habit which is the problem under investigation. In doing this, a conceptual background to the concept of poor study habit and the various theories of learning were discussed. It also reviews related literature on study habit.

2.2 Concept of Study Habit

Sometime when students "studies," they are not really processing the material. They go through the motions, but don't get too much out of it. This can be caused by a lot of things. They just may not be interested in the subject. It could be also be that the reading level of the material is too high.

Students who are distracted by fears or worries often have real trouble getting meaning from reading. Some are preoccupied by some thought or life event, such as a break-up in a relationship, or an illness in the family. If so, they might be experiencing anxiety or depression, both of which are treatable conditions. It could also be that they have a condition called Attention Deficit Hyperactivity Disorder (ADHD) which affects the way a person can focus and gain meaning from reading or lectures. Students could also have a learning disability that affects their ability to read for understanding or memory. In the view of Akinboye (1987) generally adolescents experience educational deficiencies which include poor study habit lack of concentration, frequent records of failure, slow learning, reading problems etc.

Most studies and literatures on study habits would point that the factors affecting study habits are learning skills, personality, time-management, parental involvement, intelligence, study skills and achievement.

Pogue (2000) did a research project to determine why students fail. What he found to be true in that study habits survey was that students fail because they do not know how to study. The best advice he gave was to develop sound study skills.

He said that a student should have a good study environment, a good desk, a study chair, good light, comfortable room temperature and a quiet atmosphere. That means he/she should eliminate all external and internal distractions. Secondly, get a good overview of the assignment before starting the work. Know what skills, facts and ideas that are expected to master and the ground that are expected to cover. Start with most difficult subject first, while the mind is freshest and most receptive.

Study habits may be taken for granted, particularly in developing countries (Ramirez,2005). Teachers in the developing countries should attempt to “equip students with high level of analytical skills, the capacity for critical reasoning, self-reflection and conceptual grasp and ability to learn autonomously and exercise flexibility of mind” Simmon(2003). Study habits are actually improving because of the advent and wide use of the Internet, hypertext, and multimedia resources Liu(2005). Karim and Hassan (2006) also note the exponential growth digital information, which changes the way students perceive study are reading and in how printed materials are used to facilitate study. Liu (2005) and Ramirez (2003) report that students print material from the Internet in order to study and read later on. Igun (2005) also found that Nigerians study from materials downloaded from the Internet.

Reading is an attempt to absorb the thought of the author and know what the author is conveying (Leedy,1956). Studying is the interpretation of reading materials. Study habits and skills are particularly important for college students, whose needs include time management, note taking, Internet skill, the elimination of distractions, and assigning a high priority to study.

Fielden (2004) states that good study habits help the student in critical reflection in skills outcomes such as selecting, analyzing, critiquing, and synthesizing. Nneji (2002) states that study habits are learning tendencies that enable students work private.

The study conducted by Graven (2008) on the relationship between an individual's amount of caffeine consumption during study session and the individual's study habits showed that the main effect of drinking caffeine on exam preparation was not significant. It was hypothesized that the more caffeine a student consumes while studying, the more accurately his or her study habits would be labelled as poor, as determined by the researchers. Graven defines unhealthy study habits were operationally defined as low scores on amount of time per study session, time (in days) when preparation began, and amount of information the participants believed they had retained. High scores on anxiety level were included in 'unhealthy' study habits. A Pearson correlation indicated no relationship between amount of caffeine consumed while studying and the individual's effectiveness of studying and preparation.

According to Crilly (2000) Successful students are able to balance social activities with good study habits. A diversion from studies will alleviate stress and help prevent from becoming fatigued. He said that a student should take a break for an hour after studies to meet with

friends, to play some cards, work out at the gym, or to gab with a new acquaintance. For this way, student will find concentration when they study. He indicated that, "To develop a healthy social life, develop routine study habits. After supper, lug your books and homework to the library, find a comfortable and quiet niche, and study for two or three hours, taking intermittent 10 minute breaks every 45 minutes or so." Making friends with whom one share similar study habits, and share a table or study space with them would be a best way in developing study.

Quality of education is reflected through academic achievement which is a function of study habits and study attitude of the students. Thus to enhance the quality of education, it is necessary to improve the study habits and study attitudes of the students. To improve study habits and study attitude, those factors are needed to be identified which affect these characteristics adversely. Identification of these factors may lead towards remedial measures. To identify factors having negative effect on study habits and study attitudes, to propose remedial measures and to employ strategies for the development of good study habits and study attitudes, well organized guidance services are needed in schools.

Guidance programmes for secondary school students are designed to address the physical, emotional, social and academic difficulties of adolescence. By resolving physical, emotional, social and academic difficulties of the students and by helping students understand their learning strengths and weaknesses; their study habits can be improved. Better study habits and study skills lead to better achievement scores. The guidance programmes promote academic, educational, personal, social and career development. Guidance programmes foster positive attitude towards school learning and work and hence, improve academic

Kochhar (2000) considers guidance necessary to help the pupil with specific problems like lack of relationship between ability and achievement, deficiency in one or several school subjects, faulty study habits, and defective methods of learning and poor motivation. Bhatnagar and Gupta (1999) are of the opinion that for better student achievement, it is necessary to aid pupils make progress in their education by removing their difficulties and developing good study skills. Hence guidance programs must include this aspect of student aid. Guidance plays a vital role in removing the educational, personal, social, mental, emotional and other similar problems of the student. The main purpose of instruction is to enable the child to learn, whereas the teacher's task is to facilitate the learning process and develop study habits and right attitude toward learning. A teacher who has the guidance point of view in teaching will keep all this in mind (Bhatnagar & Gupta, 1999).

In modern times the complexity of life has intensified the need of organized guidance services. Both developed and developing countries lay great emphasis on the guidance of their youth to channelize their energies. Students need to be guided for developing good study habits and adequate preparation to sit in the examination (Kochhar, 2000).

2.3 Poor study habit

Primary school leavers find secondary education much more difficult than they expected and become confused on how to cope with the challenge posed before them. There are too many complain of limited vocabularies and make internal statement, as 'how I wish I could express myself better' they find writing long essay and research as a heavy burden, mainly because they are not used to long passage writing or reading, they lack fluency and can not write well at the beginning. Montgomery (1982) considers efficient reading as a pre-requisite for effective study.

Concentration is another problem. many students conclude that they have not learned how to study intensively, most of the information given to them are so complex to their understanding, that lead in some cases to poor concentration, because they feel pressure, while in other instance they are distracted by new friends. Ojo(1977) made use of Bakare's study habit inventory(SHI) and found out that Nigerian students had problem with the concentration aspect of the study habit exercise.

In senior secondary school, assignments were given regularly, the period are no longer that of junior, this extension of time makes some of them to grow panicky. School work itself is becoming more difficult, competition among students is increasing, beginners are often home sick and afraid of failure, nevertheless as they grow most of these worries fade away. But anxiety about the future still persist, young men and women are deeply concerned with what they are going to do after their years of senior secondary education, we all knew that only a marginal number of girls were allowed to proceed to tertiary institution, most of the parents wish in Zaria is to give out their daughters for marriage, than to go for further education, this notion and perhaps student observation on the nature of most parent are among contributing factor that left girls in the state far behind their boys counterpart. Although both female and male are exposed to similar conditions of lack of effective study approach. This view expressed here is consistent with the findings of Maccoby and Jacklin(1974) who spent three years reviewing books and articles on sex differences in motivation, social behaviour and intellectual ability.

It has been discovered that only few secondary school students are subjected to check and regular supervision of their activities in schools, perhaps may be due to inability of many parents to attend formal schools or their engagements in fighting for daily bread factors that

will keep body and soul together. These factors become detrimental towards allowing the parents to know the performance of their kin. A student that find himself in such situation has poor study habit, even if they provide him with all the basic needs and put every pressure on him to study.

Secondary school students in public schools of Sabon Gari local government area come from economically poor and average income families. These families face various problems causing emotional disturbance among their children. They have poor study habits hence they show poor academic performance. A great deal of evidence is present to show the positive correlation between study habits and academic achievement.

Ansari (1980) found that study habits and study attitudes are both significant variables which determine the academic performance of the students. Russell and Petrie (1992) have cited a research study aimed to find out the relationship between study habits and student attitude and academic performance (cumulative GPA) of college students. Findings of this study indicate a positive correlation between study attitude, study habit and academic achievement. Onwuegbuzie (2001) also conducted a series of studies to find out relationship between study habits and academic success and reported positive relationship between study habits and academic success. The main objective of the study was to examine the effect of Study skills training in minimizing poor on students study habits among secondary school students of Sabo gari local government area.

2.4 Study skills training

Study skills training are an essential part of tutoring, and a sizeable amount of time is spent on teaching these skills to students. Training sessions help in identifying the skills adopted by

students. These training sessions also help to improve those skills and they also help students to learn new skills.

These training sessions help students develop different techniques and skills that will help them enhance their studying patterns. These tutorials teach students about time management and how useful it can prove to be. They encourage students to be punctual. These sessions also make students aware of the importance of attending classes regularly. Regular attendance helps students not to lose link of lessons being taught and keep up with the pace of work. They also teach students to make a schedule for studying and doing homework and adhere to it. Note taking is another important method that is taught. Students are also taught skills that help them make notes for different subjects.

These methods also teach children how to scan through a topic and get the gist of it. They are trained to ask themselves questions relevant to the topic while studying. This helps them sharpen their mind, and get a better idea of the topic they are studying. Another aspect that students are trained in is reading. They are taught to comprehend the points while reading. During this training, students also learn how to review their notes in a systematic manner. Training also makes students aware of their goals. These training sessions also help students to prepare for tests, and they are also given tips on how to answer their questions in the test. Students are also taught how to summarize their notes and they are taught skills on how to organize their study patterns.

Study skills training help the students to enhance their performance. This training session inculcates various skills of studying into students.

People acquire knowledge among others by reading writing and organizing. People have their own way of studying, and no two people study the same way. In spite of the different

methods people use to study, all students may follow certain basic guidelines to help them study effectively.

Every student possesses thinking skills, but not all students utilize them effectively. These skills cannot be learned; rather, they have to be developed. People who think well rarely see any difficulties, while others just see dead ends. It is wise for students to ask themselves questions that are related to the subject while reading to develop these skills or habits. By interacting with good thinkers, there are possibilities for students to exchange creative ideas that will help them while studying.

A proven method that helps enhance students to study effectively is the Robinson (1961) SQ3R method. This abbreviation stands for Survey, Question, Read, Recite and Review. By surveying, students get a fair idea of the overall picture before studying in detail. Students get to know the topics they will be dealing with in the near future.

It is advisable for students to ask themselves relevant questions while learning. By asking themselves questions regarding important points of the lesson students are able to study more effectively. They are able to retain matter easily and this also helps to retain better while studying.

Another important step towards effective studying is reading. Reading simply does not mean just glancing through the book. When students read they should also be able to answer questions. It is recommended that they should also go through the points that are in bold or in italics. While studying it is wise for students to recite. While reciting students need to stop reading periodically and this helps student to recall whatever they read earlier. Reviewing is another important aspect for students as it proves to be a survey of what the students have covered.

If students follow methods that help them study effectively it helps them enhance their performance and makes them good think well.

2.5 Theoretical Framework

2.5.1 Theories of learning

A range of learning theories can be applied in educational contexts. Teaching and learning activities can be designed and implemented to take principles of learning into account and improve study habit (Maxwell ,1998). Also, it is interesting to think about individual differences among learners and to work towards including activities that have variety and interest for all the learners in educational programs.

There are many different theories of how people learn. What follows is a variety of them, and it is useful to consider their application to how students improve their study habit and also how they are taught in educational programs. It is interesting to think about ones own particular way of learning and to recognise that everyone does not learn the way you do.

Burns (1995) 'conceives of learning as a relatively permanent change in behaviour with behaviour including both observable activity and internal processes such as thinking, attitudes and emotions.' It is clear that Burns includes motivation in this definition of learning. Burns considers that learning might not manifest itself in observable behaviour until some time after the educational program has taken place.

2.5.2 Sensory Stimulation Theory

Traditional sensory stimulation theory has as its basic premise that effective learning occurs when the senses are stimulated (Laird, 1985). Laird quotes research that found that the vast majority of knowledge held by adults (75%) is learned through seeing. Hearing is the next

most effective (about 13%) and the other senses - touch, smell and taste account for 12% of what we know. By stimulating the senses, especially the visual sense, learning can be enhanced. However, this theory says that if multi-senses are stimulated, greater learning takes place. Stimulation through the senses is achieved through a greater variety of colours, volume levels, strong statements, facts presented visually, use of a variety of techniques and media.

2.5.3 Reinforcement theory

This theory was developed by the behaviourist school of psychology, notably by B.F. Skinner earlier this century (Laird ,1985, Burns ,1995). Skinner believed that behaviour is a function of its consequences. The learner will repeat the desired behaviour if positive reinforcement (a pleasant consequence) follows the behaviour.

Positive reinforcement, or 'rewards' can include verbal reinforcement such as "That's great" or 'You're certainly on the right track' through to more tangible rewards such as a certificate at the end of the course or promotion to a higher level in an organisation.

Negative reinforcement also strengthens behaviour and refers to a situation when a negative condition is stopped or avoided as a consequence of the behaviour. Punishment, on the other hand, weakens a behaviour because a negative condition is introduced or experienced as a consequence of the behaviour and teaches the individual not to repeat the behaviour which was negatively reinforced. A set of conditions is created which are designed to eliminate behaviour (Burns, 1995). Laird considers this aspect of behaviourism has little or no relevance to education. However, Burns says that punishment is widely used in everyday life although it only works for a short time and often only when the punishing agency is present.

Burns notes that much Competency Based Training is based on this theory, and although it is useful in learning repetitive tasks like multiplication tables and those work skills that require

a great deal of practice, higher order learning is not involved. There is criticism of this approach that it is rigid and mechanical.

2.5.4 Cognitive-Gestalt Approaches

The emphasis here is on the importance of experience, meaning, problem-solving and the development of insights (Burns 1995). Burns notes that this theory has developed the concept that individuals have different needs and concerns at different times, and that they have subjective interpretations in different contexts.

2.5.5 Holistic learning Theory

The basic premise of this theory is that the individual personality consists of many elements specifically the intellect, emotions, the body impulse (or desire), intuition and imagination (Laird, 1985) that all require activation if learning is to be more effective.

2.5.6 Facilitation Theory (the humanist approach)

Carl Rogers and others have developed the theory of facilitative learning. The basic premise of this theory is that learning will occur by the educator acting as a facilitator, that is by establishing an atmosphere in which learners feel comfortable to consider new ideas and are not threatened by external factors (Laird 1985.)

Other characteristics of this theory include:

- a belief that human beings have a natural eagerness to learn,
- there is some resistance to, and unpleasant consequences of, giving up what is currently held to be true,
- the most significant learning involves changing one's concept of oneself.

2.5.7 Experiential Learning

Kolb proposed a four-stage learning process with a model that is often referred to in describing experiential learning (McGill & Beatty, 1995). The process can begin at any of the stages and is continuous, i.e. there is no limit to the number of cycles you can make in a learning situation. This theory asserts that without reflection we would simply continue to repeat our mistakes. Kolb's research found that people learn in four ways with the likelihood of developing one mode of learning more than another.

- through concrete experience
- through observation and reflection
- through abstract conceptualisation
- through active experimentation

2.6 Learning Styles

This approach to learning emphasizes the fact that individuals perceive and process information in very different ways. The learning styles theory implies that how much individuals learn has more to do with whether the educational experience is geared toward their particular style of learning than whether or not they are "smart." In fact, educators should not ask, "Is this student smart?" but rather "How is this student smart?"

The concept of learning styles is rooted in the classification of psychological types. The learning styles theory is based on research demonstrating that, as the result of heredity, upbringing, and current environmental demands, different individuals have a tendency to both perceive and process information differently.

Traditional schooling tends to favor abstract perceiving and reflective processing. Other kinds of learning aren't rewarded and reflected in curriculum, instruction, and assessment nearly as much.

2.6.1 Constructivism

Constructivism is a philosophy of learning founded on the premise that, by reflecting on individual experiences, one constructs his own understanding of the world he lives in. Each individual generates his own "rules" and "mental models," which he uses to make sense of experiences. Learning, therefore, is simply the process of adjusting ones mental models to *accommodate new experiences.*

Constructivism calls for the elimination of a standardized curriculum. Instead, it promotes *using curricula customized to the students' prior knowledge.* Also, it emphasizes *hands-on* problem solving.

Under the theory of constructivism, educators focus on making connections between facts and fostering new understanding in students. Instructors tailor their teaching strategies to student responses and encourage students to analyze, interpret, and predict information. Teachers also rely heavily on open-ended questions and promote extensive dialogue among students.

Constructivism calls for the elimination of grades and standardized testing. Instead, assessment becomes part of the learning process so that students play a larger role in judging *their own progress.*

2.6.2 Behaviorism

Behaviorism is a learning theory that only focuses on objectively observable behaviors and discounts any independent activities of the mind. Behavior theorists define learning as nothing more than the acquisition of new behavior based on environmental conditions.

Experiments by behaviorists identify conditioning as a universal learning process. There are two different types of conditioning, each yielding a different behavioral pattern:

2.6.3 Observational Learning

Observational learning, also called social learning theory, occurs when an observer's behavior changes after viewing the behavior of a model (Bandura attitude towards school learning and work and hence, improve academic achievement.86). An observer's behaviour can be affected by the positive or negative consequences—called vicarious reinforcement or vicarious punishment—of a model's behaviour.

2.6.4 Brain-based Learning

This learning theory is based on the structure and function of the brain. As long as the brain is not prohibited from fulfilling its normal processes, learning will occur. People often say that everyone can learn. Yet the reality is that everyone does learn. Every person is born with a brain that functions as an immensely powerful processor. Traditional schooling, however, often inhibits learning by discouraging, ignoring, or punishing the brain's natural learning

Designers of educational tools must be artistic in their creation of brain-friendly environments. Instructors need to realize that the best way to learn is not through lecture, but by participation in realistic environments that let learners try new things safely

2.7 Attitude and study habit

Attitudes are predispositions which have developed through a long and complex process. Anastasi (1990) defined attitude as, "a tendency to react favourably or unfavourably toward a designated class of stimuli." It is evident that when so defined, attitudes cannot be directly observed, but must be inferred from overt behaviour, both verbal and non-verbal.

Vaidya (1989) explained attitude as "a condition of readiness for a certain type of activity." Attitudes held by the individuals may be simple or complex, stable or unstable, temporary or permanent and superficial or fundamental. Judgments based upon insufficient facts are likely to yield wrong results and thereby develop biased attitudes.

Attitudes offer great possibilities for successful achievement in studies. They are an important motivator of behaviour and affect the achievement of the students. A great deal of research literature provides an evidence for positive link between attitude and achievement.

According to Crow and Crow (1979) a child's attitude towards his work affects his worthwhileness in his activity. A child should not be permitted to do completely as he wishes. He should be stimulated toward desirable activity through the arousal of interest in worthwhile projects. Constructive, objective attitudes encouraged during childhood serve well during adolescence. The attitude of the teacher, group leader is important, in a child's study habits.

Good (1973) define the term study habits as: "The student's way of study whether systematic, efficient or inefficient etc." Good study habits are perceived to be the determinants of the academic performance. That is why efforts are made to develop and improve study habits in students.

Many students demonstrate some level of anxiety during a test. Nevertheless, it can be a drawback and result in reduced test scores when anxiety begins to influence exam performance.

There is an assortment of causes of test anxiety the most common being not having prepared properly and/or cramming for the test the night before. This is typically because of bad time management, not being organized and, of course, poor study habits.

A number of students also are bothered about how they did on past exams, how they are doing compared with their peers and other students in the class and the negative consequences of failing the test.

There are actually physical signs of test anxiety during an exam just as in any other demanding situation. Some of the more pronounced symptoms include sweaty palms, perspiration, upset stomach, elevated heart rate, headaches and general tenseness in muscles.

When a pupil has test anxiety, they become nervous which makes the reading and understanding of the questions on the exam more demanding. They have trouble keeping their thoughts structured, remembering concepts and key words when answering essay questions and end up doing poorly on the test even when they knew the material. Some students have mental blocking and go blank on some of the questions but then recall the correct answers when the test is over.

There are a few ways to reduce exam anxiety. One needs to study and know the material well enough so that he can remember it even if he/she is under stress. Student can not be lazy and have to learn how to practice good time management. Putting off and wasting time day-dreaming while trying to study are two main causes of test anxiety as the student is not appropriately prepared.

Student can build confidence by studying throughout the week/month/quarter and avoid cramming the night before the exam. Thinking up questions from their textbooks and lecture notes helps them to concentrate on the lessons they are studying. Focus on significant words, key concepts and the examples in their textbook. When they can make a chart or outline it

will help them organize the information in their book and notes. Relaxation techniques like taking long deep breaths to relax the body and reduce stress will help reduce the level of anxiety before an exam.

How students study can be affected by the environment around where they pick to study.

Students should check for certain circumstances such as the level of noise, if there are a lot of interruptions, adequate lighting, too hot or too cold temperatures, organization and neatness of actual study area, comfort of seating arrangement and having the tools necessary, i.e., books, notes, computer for research, etc.

Studying in an area where there is little distracting noise certainly helps. Many people need some noise while others prefer silence. Student should find what is ideal for them and try to study in that environment. Constantly checking your mails and chatting with family and friends, answering calls on your cell phone are all distractions and cut into your study time. Turn everything off and spend time later with your friends after your homework and/or studying is finished.

Proper lighting is important because lighting that is too muted or too intense can be distracting and make the studying process more difficult. The room should be on the cool side rather than warm which tends to make people tired and sleepy. Have a big enough area to study in and spread your materials out so that you are not feeling cramped. Studying will go quicker if you take a couple of minutes at the beginning to get organized and straighten up your papers and notes. Try to study at a desk and chair rather than a lounging area. Studying in bed makes us too comfortable and we want to sleep or watch TV instead of study. Have the proper supplies readily available (books, paper, pens, computer, calculator, etc.) so that you don't have to waste time to go retrieve them.

How does one prepare or anticipate text anxiety? First one has to focus on the task at hand.

Take one step at a time and think about what you are able to do about it instead of getting anxious. Clear thoughts and no negative, panicky thoughts are best. Worrying won't help anything and so just decide not to do it!

How does a student best confront and handle exam anxiety? Instead of feeling scared, just concentrate on what you have to do. Concentrate on relaxing and being in control. Take deep slow breaths. Stay with the lesson in your mind. If you start to feel anxious or tense, that can act as a reminder to not panic and relax with your breathing. Mentally remind yourself to just stay with the situation at hand and over time you will be able to train your brain and body to adapt this new style during test-taking.

Many students feel overwhelmed and don't know where to start sometimes. When you feel this way, just pause. Focus on the present and what steps you have to take to get done what you have to do. Don't try to eliminate fear totally; just try to manage it.

Convince yourself to do it. Reason your fear away. This is not the worst thing that can happen. Do something that will prevent you from thinking about fear. Describe your surroundings to yourself. That way you won't think about worrying.

Make self-statements that reinforce your progress. It worked! You did it! It wasn't as bad as you expected! You made more out of the fear than it was worth! You're progressing! You're learning to cope! You can be pleased with your progress! You like how you handled it! You can be proud of how you handled the situation! Pat yourself on the back when you have accomplished reducing your test anxiety so that it reinforces that feeling! This will help reinforce the positive thinking for the students

2.8 Effective Study Skills

2.8.1 The Process of Study

No two people study the same way, and there is little doubt that what works for one person may not work for another. However, there are some general techniques that seem to produce good results. No one would argue that every subject that you have to take is going to be so interesting that studying it is not work but pleasure.(Landy 1982)

Everyone is different, and for some students, studying and being motivated to learn comes naturally. The success of students in secondary school is dependent on their ability to study effectively and efficiently. The results of poor study skills are wasted time, frustration, and low or failing grades. It's the life, time, and future of every student. Time is precious and should not to be squandered, no matter what any student believe right now.

This review is designed to help students develop effective study skills. Studying any material requires work. However, by using the techniques described in this review, and by applying it, secondary school students can gain a valuable edge in understanding material, preparing for tests, and, ultimately, learning.

Effective study skills must be practiced in order for students to improve. It is not enough to simply "think about" studying; students have to actually do it, and in the process use information from what they do to get better. This is the central idea of this part of the literature review. All that follows depends on this single concept. There is a saying that goes like this: "Practice doesn't make perfect; perfect practice makes perfect." If students want to be achievers, they should take this saying to heart.

2.8.2 The value of a schedule

Before students even begin to think about the process of studying, they must develop a schedule. If they don't have a schedule or plan for studying, then they will not have any way of allocating valuable time when the unexpected comes up. A good, well thought out schedule can be a lifesaver.

All schedules should be made with the idea that they can be revised. A good schedule keeps students from wandering off course. A good schedule, if properly managed, assigns time where time is needed, *but you've got to want to do it!*

A schedule should take into account every class, laboratory, lecture, social event, and other work in which students are engaged. Students must focus on the other "free time" available and how they will use it. Make a weekly schedule and block off the 24 hour day in one hour increments. Indicate times for classes, labs, lectures, social, and work time. Also block off a period for sleeping each day. With what is left over, students should plan time for study. This gives them a rough road map of the time available. *Of course, they can revise the schedule as circumstances warrant.*

Students shouldn't be afraid to revise their schedule. Schedules are really plans for how they intend to use your time. If the schedule doesn't work, revise it. They must understand that the schedule is to help them develop good study habits. Once they have developed them, schedule building becomes easier.

Time is the most valuable resource a student has. It is also one of the most wasted of resources. The schedule they develop should guide them in how to allocate the available time in the most productive manner. Sticking to schedule can be tough. Avoiding study is the easiest thing in the world. A good deal of student's success in high school or college depends on this simple truth. (Robinson 1978)

2.8.3 When and where to study

The problem of when to study is critical. A good rule of thumb is that studying should be carried out *only* when you are rested, alert, and have planned for it. Last minute studying just before a class is usually a waste of time.

If the study period is before the lecture class, students should be sure to have read all the assignments and made notes on what they don't understand. If the study period is after the lecture class, review the notes they took during class while the information is still fresh.

For classes that require recitation, such as foreign language, they should be sure to schedule a study period just before the class. Use the time to practice. Sometimes, practice with others can help sharpen your skills in a before-class study period.

Students can study anywhere. Obviously, some places are better than others. Libraries, study lounges or private rooms are best. Above all, the place you choose to study should not be distracting. Distractions can build up, and the first thing they know, they're out of time and out of luck. Students should make choosing a good physical environment a part of their study habits.

2.8.4 Thinking skills

Everybody has thinking skills, but few use them effectively. Effective thinking skills cannot be studied, but must be built up over a period of time. Good thinkers see possibilities where others see only dead-ends. Students that are not a good thinker, start now by developing habits that make you ask questions as they read. Talk to other students who they feel are good

thinkers. Ask them what it is they do when they think critically or creatively. Often times, they can pick up valuable insights to help them become a better thinker.

2.8.5 Reading

A primary means by which information is acquired is through reading. In secondary, students are expected to do much more reading than in primary school. Students must learn to read with a purpose. In studying, students should read the same assignment three or four times, each time with a different purpose (Robinson 1961) Robinson indicated that both good and poor students encounter study problems due to lack of effective study approach. Students must know before they begin reading what their purpose is, and read accordingly. Getting the main idea in reading is central to effective studying. Students must learn what the author's central idea is, and understand it in their own way. Every paragraph contains a main idea. Main ideas are perfect for outlining textbooks. Students should make it a habit to find the main idea in each paragraph they read.

Extracting important details means that you locate in your reading the basis for main ideas. There is usually one important detail associated with every main idea. The more important details you can identify, the easier it will be to review for examinations because you have made a link between an idea and information that supports it. The more links students can make between details and ideas, as well as ideas themselves, the more powerful will be the efforts of their study.

Generally, reading aloud does not help to study more effectively. If you move your lips while you read, you're not reading efficiently. If you read aloud or move your lips while you're reading, you are reading slowly, so stop moving your lips. Try putting a finger over your lips.

Your finger will remind you not to move your lips. Make an effort to read faster and retain more - after a while, you'll be surprised how little effort it will take.

2.8.6 Taking Notes

Like reading, note-taking is a skill which must be learned and refined. Almost invariably, note taking, or the lack of it, is a constant deficiency in the study methods of many high school and college students. Learning the ingredients of good note taking is rather easy; applying them to your own situation depends on how serious you are in becoming a successful student.

Students must learn to keep notes logically and legibly. Remember, if you can't read your own writing a few days after taking notes, they are of little use. By all accounts, the best place to keep notes is in a loose-leaf notebook. Use dividers to separate the different classes you take. Make it a habit of using your notebook to record ALL your notes. Student should be sure to buy a good notebook, as it will get a lot of wear and tear.

2.8.7 Outlining Textbooks

First of all, don't underline. Use a highlighter. Experience has shown that text passages highlighted are more easily remembered than the same passages underlined. In outlining a text, don't just read along and highlight what seem to important words. That technique rarely works. The act of outlining works much better.

2.8.8 Study Approaches

Study approaches are counselling intervention approaches used to help students acquire or improve their difficulties experienced in learning in the school. Experts have come up with

approaches to guide students private study such as Robinson(1961), Paul (1983), Maddox (1983), Fry (1984), Unoh (1989) and Landy (1982). This approaches include

Robinson's formular – 3SQ3R. S-Survey Q-Question, R-read, R-recite, R-review

Unoh's formular – 3S3R- S-Survey, S-Study, S-Speed, R-recite or record, R-review and R=Reflect.

Azikwe approach – 2SNPECR , S-Survey, S-Study, N-note making, P-practice and reading over and over again, E- evaluate, C-correction and R-revise.

These approaches are very much similar with minor variations. There is the probability that some students might find it difficult to make a choice on which approach to adopt for private reading as expressed by Azikwe(1998). Another confusing area is the actual meaning of some words as it apply to private study such as reflect, recite overview and so on. In view of the anticipated problems, Azikwe (1998) presented a new approach that covers every important aspect of effective study habit known as 2SNPECR.

The 2SNPECR METHOD: This approach was suggested by Azikiwe (1998). 2SNPECR stands for survey, study, note-taking, practice, evaluate, correction and revise. A very brief explanation of each of the step of this approach is presented below:

Survey- Implies skimming through text, articles and related materials for some minute in order to determine whether or not to read them in details later.

Study- involves in-depth reading of the books that the student has found will be useful to greater understanding of what was taught in the class.

Note-taking- Entail marking and noting down vital point during the detailed intensive reading.

Practise- Implies reading over again the notes made, points jotted down as well as all that was recorded during the actual lecture that day.

Evaluate: Involves asking questions and providing answers to them in order to determine to what degree the student understand what he read base on what could be recall.

Correction: Implies updating the notes with new information and data arising from the self evaluation.

Revise: Means going through the entire notes made right from step one to internalize the points contained in order to better understand what has been read.

The SQ3R method: The SQ3R method has been a proven way to sharpen study skills. This approach was suggested by Robinson (1961). SQ3R stands for Survey, Question, Read, Recite, and Review. It is a good slogan to commit to memory to carry out an effective study strategy.

Survey - get the best overall picture of what you're going to study BEFORE you study it in any detail. It's like looking at a road map before going on a trip. If you don't know the territory, studying a map is the best way to begin.

Question - ask questions for learning. The important things to learn are usually answers to questions. Questions should lead to emphasis on the what, why, how, when, who and where of study content. Ask yourself questions as you read or study. As you answer them, you will help to make sense of the material and remember it more easily because the process will

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make an impression on you. Those things that make impressions are more meaningful, and therefore more easily remembered. Don't be afraid to write your questions in the margins of textbooks, on lecture notes, or wherever it makes sense.

Read - Reading is NOT running your eyes over a textbook. When you read, read actively. Read to answer questions you have asked yourself or questions the instructor or author has asked. Always be alert to bold or italicized print. The authors intend that this material receive special emphasis. Also, when you read, be sure to read everything, including tables, graphs and illustrations. *Often times tables, graphs and illustrations can convey an idea more powerfully than written text.*

Recite - When you recite, you stop reading periodically to recall what you have read. Try to recall main headings, important ideas or concepts presented in bold or italicized type, and what graphs, charts or illustrations indicate. Try to develop an overall concept of what you have read in your own words and thoughts. Try to connect things you have just read to things you already know. When you do this periodically, the chances are you will remember much more and be able to recall material for papers, essays and objective tests.

Review - A review is a survey of what you have covered. It is a review of what you are *supposed to accomplish, not what you are going to do.* Rereading is an important part of the review process. Reread with the idea that you are measuring what you have gained from the process. During review, it's a good time to go over notes you have taken to help clarify points you may have missed or don't understand. The best time to review is when you have just finished studying something. Don't wait until just before an examination to begin the review process. Before an examination, do a final review. If you manage your time, the final review can be thought of as a "fine-tuning" of your knowledge of the material. Thousands of high

school and college students have followed the SQ3R steps to achieve higher grades with less stress.

2.9 Empirical Studies

Kolo(1996) conducted a study designed to examine study approached among secondary school girls in Zaria and Kaduna. He found out that most students at secondary schools level *adopt a passive approach to studying. Students seem to have a misconception about what study is and what comprises it. Some students study texts in a casual way as if reading for leisure.*Ozigi(1882),Freeman(1996).

Balarabe (1991) *criticized the method of study by majority of students, stressing that students tend to depend on cramming or memorization as their approach to study. He stress that this method does not allow for meaningful interaction with the content.*

It is quite obvious that majority of students are *experiencing study habit problem. This assumption is based on the fact reveal by Oniel (1995) quoted by Kolo (2002) that students are mainly concerned about being able to remember all the important facts and theories they have been given in lectures. This approach of wanting to remember facts is by Kolo(2002) as partly responsible for poor study attitude.*

Kagu (2004) investigated the effect of group counselling on the learning and remembering strategies of diploma students in university of Maiduguri using experimental and control group. The experimental group was exposed to study skills training on learning and remembering for four weeks and the control were given placebo treatment for the same period. The findings revealed that the experimental group acquired significant learning and remembering skills while the control group did not.

Adisa (2007) studied 'The Effectiveness of Group Guidance and Bibliotherapy techniques in Reducing study behaviour problem among under graduates of Ahmadu Bello University, Zaria' he had six objectives, seven research questions and four null hypotheses. The pre-test=post test control design was used for the study. He had a sample of three hundred and sixty students; which were divided into experiment and control groups. The self assessment study inventory (SASI) by Kolo (2002) was used. The t-test and one-way analysis of variance (ANOVA) were the two major statistical techniques used for data analysis. The major findings revealed that both group guidance and bibliotherapy were able to reduce student study behaviour problems and enhanced their academic performance.

Alabi (2003) carried out a similar work on the relationship between study habits and attitudes of secondary school students towards examination malpractices in Kwara. The study revealed that there was no significant relationship between students study habits and their attitude towards examination malpractice. It was recommended that counsellor utilize counselling techniques in promoting effective study habits and in reducing cases of examination malpractice in secondary schools.

Duruh (2001) carried out a study on the academic need achievement and study behaviour problems of remedial students of Ahmadu Bello University, Zaria. The instruments used for this study were Bakare's (1976, 1977) Academic need achievement scale (ANAS) and the study habit inventory (SHI). The major finding revealed that there is no significant relationship between academic need achievement and study behaviour problems. Recommendation made include that students need to improve in tackling of homework and assignments, reading and note taking, time allocation etc as it will help improve their academic performances.

2.10 Summary of empirical studies

The literature review contained works of other authors on study habit, problems and approach. It becomes imperative to study on how to minimize poor study habit using study skill training.

The review covered the following sub-headings: concept of study habit, Poor study habit, study skills training, theories of learning, learning styles, attitude and study habit, effective study skills, study approaches and empirical studies and summary, from the works reviewed, Adisa, (2007), Bangongon and Edpalina (2009), Duruh (2001), Kagu (1999), Shafiq (1979), Makarfi (2002), carried out experimental researches relating to poor study habit.

The findings from revealed that there are significant differences between the experimental group and the control group. That is, the experimental group acquired a significant learning and remembering skills while the control group did not. Similarly, other findings from different researcher discovered as a major finding a significant difference between the experimental and the control group post mean scores of all research variables. It was proved that the subject study procedure counselling was effective in improving students' performance in the two subjects studied.

This research is interested in finding out the effectiveness of study skills training in minimizing poor study habit among secondary school students.

Chapter Three

METHODOLOGY

3.1 Introduction

This chapter represents a detailed description of research design, population, sampling technique and sample size, instrument of data collection, procedures of data collection and the procedure for data analysis.

3.2 Research Design

The study is experimental in nature. It is a pre-test post-test control group design. The purpose of using this design agrees with Kolo (2003) that experimental design is to investigate possible cause and effect as well as relationships between two or more variables by the application of treatment which can not be resolved by mere observation or description.

The reasons for the choice of this design is to find how effective the program planned for the treatment group is and it has control for most threats to internal validity.

3.3 Population

The population of this study comprises of Government senior secondary two (SS II) students of Sabon Gari Local Government Area of Kaduna state. Kaduna state government has a total of about 250 senior secondary schools divided into twelve (12) Inspectorate Divisions. They consist of a total number of two hundred and thirty seven thousand and sixty seven (237,067) students. The total population of SS II students in this session 2010/2011 is given as 27,365. The total male students numbered 18,687 while the total number of female students is 8,678

The senior secondary school in Zaria metropolis (Sabon Gari LGA) has a total number of 19 senior secondary school with a population of about 3,653 SS II students.

3.4 Sampling Procedure and Sampling Technique

To get the accessible population the researcher carries out a randomization process of selection on the nineteen schools and using the simple random sampling method two senior secondary school emerged. These are Army day secondary school Chindit barrack and Government Commercial College (GCC) Zaria. The participants were both male and female students. Out of the total figure of students of SS II, a relative figure of 50 students was used as sample.

The choice was made because these schools are among the well established senior secondary schools of the metropolis and the choice for this category of students is because they are the group that stand better chance to correct their poor study habit before the commencement of their final exams. The subjects are children with the average age of 16 years.

To get the sample schools, all the target schools were given equal chances of being selected by the draw-from the hat method. Two schools emerged, the first was selected as the experimental school while the second as the control school. Experimental school emerged as Army day secondary school ,Chindit barrack while the control school emerged as Government commercial college, Zaria.

The second stage of the sampling procedure involved the administration of the pre test to all the SS II students of both schools. A total of 25 students were selected in the experimental school while 25 were selected in the control school based on the scores

obtained after the pretest which indicated they had one or other poor study habit. The instrument was administered to the students during the period before break time, because it is assumed that by then, every student is already in school.

3.5 Instruments for Data Collection

The Study Habit Inventory (SHI) developed by Bakari (1977) was used for data collection in this study. The inventory consist of 45 items in form of direct questions to which the student is required to provide answers on a five-point scale. Demographic information of the respondents which contains items such as name of respondent name of the school, class/year or course, age, sex and date are requested before answering the questions.

The questions on the SHI are grouped into the following eight (8) sections:

- I. Homework and Assignments.
- II. Time Allocation.
- III. Reading and Note taking.
- IV. Study Period Procedures.
- V. Concentration.
- VI. Written Work.
- VII. Examinations
- VIII. Teacher Consultation.

3.6 Description and scoring of the Study Habit Inventory

The scoring of the SHI is based on the premise that for each question there are answers which portray desirable or effective study practices on the one hand and undesirable or defective study practice on the other. The desirable practices receive high scores while the undesirable ones receive low scores. The SHI was scored in Comprehensive form. The alternative answers are scored on a 5 point scale depending on whether it is a positive or a negative question. The score of the completed inventory was done using the key provided, the corresponding score to the mark made by the student for each item was recorded at the right hand of each question under 'score'.

3.7 Validation of Data Collection instruments.

Congruent and construct validity have been established for the Study Habit Inventory (SHI). The congruent validity of the inventory was established by showing that it correlates with other well known instruments in expected directions. It correlates .50($n=50$, $P<.01$) with the Savonson test anxiety scale. It also correlates .43($N=49$, $P<.01$) with Bakare Student Problem Inventory (SPI).

The construct validity of the SHI was also established by the fact that it is able to distinguish between groups that are known to differ on the construct measured by the inventory.

Reliability of the instrument

The test –retest reliability of the study habit inventory was established by administering it twice to a group of students ($N=58$, 30 boys, 28 girls; $X=14.5$ years $S.D = 1.73$ years with time interval of 3 weeks. The test – retest reliability was .83 $P<.5$. In another study habit was administered twice to a fresh group of students

(N=36, 22 boys and 14 girls; age= \bar{X} =14.17 years, SD=1.1 years) with a time interval of 6 weeks.

The test – retest reliability was 64 P<.05. Bakare explained further that the inventory was also administered twice to a randomly selected group of 28 form five girls (age= \bar{X} 15.02 years, S.D>=1.1 years) with an interval of six weeks as well between the two administrations. The test retest reliability of the inventory for this sample was found to be .79. congruent and construct validity have been established for the study habit inventory

3.8 Procedure for Data Collection

The administration of the instrument is referred to as application of the research tool (SHI) on the respondents in their respective schools. The procedure involved in carrying out this experiment was done in four stages:

Stage one

Permission was sought from the authorities of the schools involved for the use of their students and their time. Secondly, permission was sought to use a lesson period twice a week for a period of six weeks in the experimental school which is Army day secondary school, Sabon Gari. The program scheduled for the experimental school is the study skill training program indicated in Appendix 1. In each of the schools, the researcher familiarized with the career masters/counsellors of the school and they supported immensely.

Stage two

The two groups of the respondent that is the experimental and the control groups were given the instruments to respond to as pre-test. The pre-test of the two groups indicated no significant differences. This implies an equal level of poor study habit

among the students. Secondly, both schools happened to be government owned/public schools that have the same characteristics. That is the manner of operation, category of students, teachers, and counsellors alike.

Stage three

The experimental group was subjected to 12 sessions of study skills training. The sessions covered study period procedure, concentration, time allocation, homework and assignment, reading and note taking, written work, Examinations and teachers consultation. The students were often given chances to ask questions at interval.

Stage four

The post test was re-administered to the experimental group and control groups. All the results are analysed in chapter four.

3.9 Data Analysis

Data collected during this study were computed using both descriptive and inferential statistics. Percentages were used for personal data. Mean scores and standard deviations were used in answering the basic research questions while the inferential statistics, t-test was used to test the hypothesis. The reason being that percentage statistics is appropriate for data based on frequency count while statisticians accept the use of student t-test to test significant differences between two variables and two group. To reject or retain the null hypothesis, an alpha (α) level of 0.05 was set. This is an acceptable level for most researches.

Chapter Four

RESULTS AND DISCUSSIONS

4.1 Introduction

In this chapter, the results and statistical analysis of this study are presented. The main objective of the study was to determine the effectiveness of study skills training in minimizing poor study habit among secondary school students using the Study Habit Inventory (SHI).

In the course of analysis, items relating to particular objectives were grouped together. Data presentations of the main variables of investigation in relation to research questions and objectives of the study are made. Scores of variables and items on the Study Habit Inventory are scored based on the premise that for each question there are answers which portray desirable or effective study practices on the one hand and undesirable or defective study practises on the other hand. The desirable practices receive high scores while the undesirable ones receive low scores. The SHI is scored in a comprehensive form.

Research questions raised in the study were answered, and the hypotheses were tested. Discussions of the findings were also made at the close of the chapter.

4.2 Data Presentation

A total of fifty (50) students made up of 25 from experimental group and 25 from the control were involved in the experiment. Frequency and percentage of students involved in this study in both groups are indicated in the tables below:

Table 4.2.1 Distribution of Respondents by Sex

Sex of Experimental Group respondents	Frequency	Percentage
Male	10	40
Female	15	60
Total	25	100.0

Sex of Control Group respondents	Frequency	Percentage
Male	10	40
Female	15	60
Total	25	100.0

According to table 4.1.2 above experimental group had 10 male students and 15 female students each accounting for 40 % and 60% respectively. The Control group also had the same representation of 10 male and 15 female each accounting for 40% and 60% respectively.

4.3 Response to Research Questions:

The stanine scores used to complete the diagnostic profile of both Pre-test and Post-Test was used to answer the research questions:

Fig 1: The Pre-Test diagnostic profile of the average scores of the experimental and control group using the stanine scores.

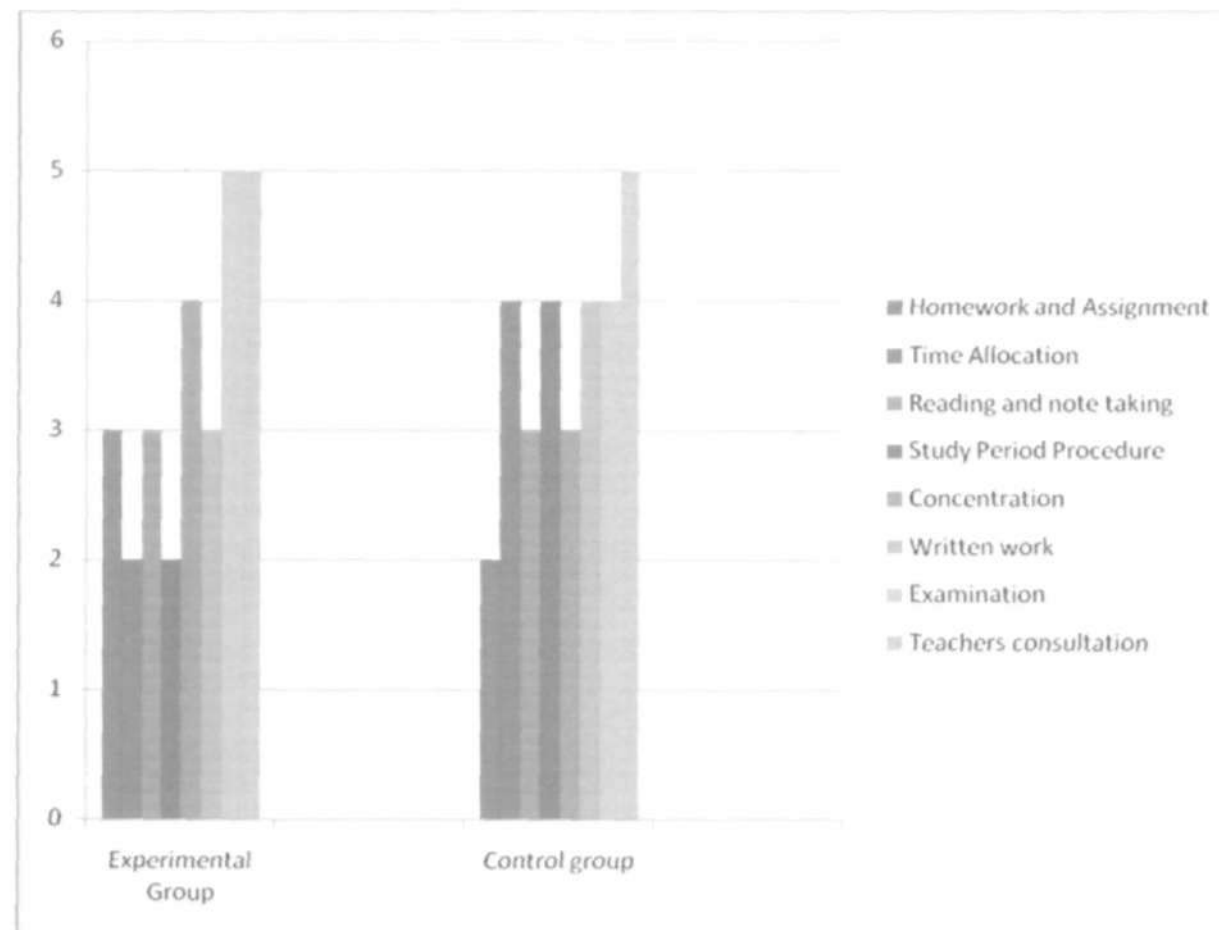
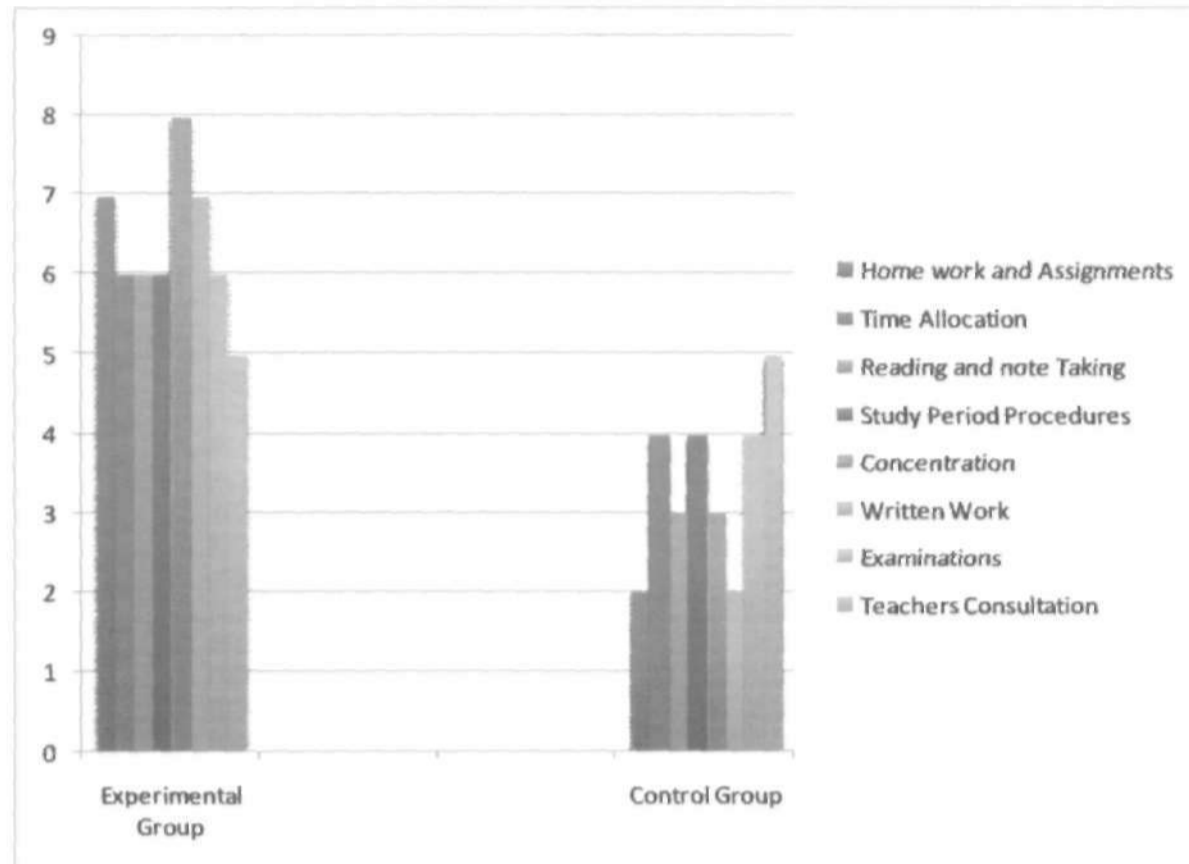


Fig 2: The **Post-Test** diagnostic profile of the average scores of the experimental and control group using the stanine Scores.



The Figure 1 and 2 above is the average stanine scores of students involve in the research. Fig 2 above reveals the extent to which study skills training has minimize the poor study habit of students. The higher the stanine the better the study habit of the students. The figure also showed that the *experiment group* have been able to improve on study habit when compared to the control group. This shows the extent to which study skills training has minimized the poor study habit of students in secondary schools.

Question one: Is there any difference in poor study habit of secondary school students in treatment group after exposed to study skills training and the control?

A. This question was asked to find out the effectiveness of study skills training in secondary school students. From Fig 2 above, there is significant effect of study skills training in

students exposed to study skill training over their counterparts in the control group. From the stanine scores presented in the diagnostic profile above, the average scores of the treatment group was above five in all the sections of the study habit inventory. This is an indication that the study habit of the students in the experimental group has improved after the treatment.

B. Question two: Do the subjects differ on the basis of their study habit:

- a. In homework and assignments, time allocation, reading and note taking?
 - b. In study period procedure, concentration and written work?
 - c. In examination and teachers' consultation.
- i. From Fig 2 above, there is significant effect in home work and assignments, time allocation, reading and note taking of students exposed to study skill training over their counterparts in the control group.
 - ii. From Fig 2 above, there is significant effect in study period procedure, concentration and written work of student exposed to study skills training over their counterparts in the control group.
 - iii. From Fig 2 above, there is significant effect in examination and no significant effect on teachers consultation of students exposed to study skill training over their counterparts in the control group

4.4 Hypotheses Testing

Hypothesis One: There is no significant difference between secondary school students exposed to study skill training in the experimental group and those not exposed in the control group.

Table 4.4.1 Independent t-test statistics on the differences in study habit between experimental group exposed to study training and control group students not exposed.

Groups of study habits	N	Mean	S.D	S.E	Calculated t	Critical t	df	Sig (2-tailed)
Control group (GCC)	25	121.1200	9.90505	1.98101	13.066	1.96	48	0.000
Experimental group (Army School)	25	157.0800	9.55214	1.91043				

Results of the independent t-test statistics above revealed that significant difference exist between experimental group and control group students in minimizing poor study habits. This is because the calculated t value of 13.066 is greater than the 1.96 critical t value at df 48; while the calculated significant value of 0.000 is less than the 0.05 level of tolerance. This means that the hypothesis which state that there is no significant differences between secondary school students exposed to study skill training in experimental group and those not exposed in the control group, is hereby rejected.

Hypothesis two: There is no significant difference in homework and assignment, time allocation, reading and note taking between secondary school students exposed to study skills training in the experimental group and those not exposed in the control group.

Table 4.4.2 Independent t-test statistics on the differences in the homework and assignment after exposed to study skills training in the experimental group and those not exposed in the control group

Groups of study habits	N	Mean	S.D	S.E	Calculated t	Critical t	df	Sig (2-tailed)
Control group (GCC)	25	20.2000	1.60728	.32146	6.715	1.96	48	0.000
Experimental group (Army School)	25	16.0800	2.61279	.52256				

Outcome of the independent t-test statistics above revealed that significant differences exist in homework and assignment after exposed to study skills training and those in the control in minimizing their poor study habit. This is because the calculated t value of 6.715 is higher than the 1.96 critical t value at df 48; while the calculated significant value of 0.000 is less than the 0.05 level of tolerance. Hence the hypothesis which states that there is no significant difference in homework and assignment between secondary school students exposed to study skills training in the experimental group and those not exposed in the control group is hereby rejected.

Table 4.4.3 Independent t-test statistics on the differences in the time allocation for studies after exposed to study skills training in the experimental group and those not exposed in the control group.

Groups of study habits	N	Mean	S.D	S.E	Calculated t	Critical t	df	Sig (2-tailed)
Control group (GCC)	25	14.8400	2.19241	.43848	12.660	1.96	48	0.000
Experimental group (Army School)	25	22.8800	2.29710	.45942				

Outcome of the independent t-test statistics above revealed that significant differences exist in time allocation for studies after exposed to study skill training and those in the control in minimizing their poor study habit. This is because the calculated t value of 12.660 is higher than the 1.96 critical t value at df 48; while the calculated significant value of 0.000 is less than the 0.05 level of tolerance. Hence the hypothesis which states that there is no significant difference in time allocation for studies between secondary school students exposed to study skills training in the experimental group and those not exposed in the control group is hereby rejected.

Table 4.3.4 Independent t-test statistics on the differences in the reading and note taking after exposed to study skills training in the experimental group and those not exposed in the control group.

Groups of study habits	N	Mean	S.D	S.E	Calculated t	Critical t	df	Sig (2-tailed)
Control group (GCC)	25	22.3200	2.83901	.56780	13.344	1.96	48	0.000
Experimental group (Army School)	25	33.4800	3.07029	.61406				

Outcome of the independent t-test statistics above revealed that significant differences exist in reading and note taking after exposed to study skill training and those in the control in minimizing their poor study habit. This is because the calculated t value of 13.344 is higher than the 1.96 critical t value at df 48; while the calculated significant value of 0.000 is less than the 0.05 level of tolerance. Hence the hypothesis which states that there is no significant difference in reading and note taking between secondary school students exposed to study skills training in the experimental group and those not exposed in the control group is hereby rejected.

Hypothesis Three: There is no significant difference in study period procedure, concentration and written work between secondary school students exposed to study skills training in the experimental group and those not exposed in the control group.

Table 4.4.5 Independent t-test statistics on the differences in the study period procedure after exposed to study skill training in the experimental group and those not exposed in the control group.

Groups of study habits	N	Mean	S.D	S.E	Calculated t	Critical t	df	Sig (2-tailed)
Control group (GCC)	25	20.7600	3.12623	.62525	9.119	1.96	48	0.000
Experimental group (Army School)	25	28.9200	3.20052	.64010				

Outcome of the independent t-test statistics above revealed that significant differences exist in study period procedure after exposed to study skill training and those in the control in minimizing their poor study habit. This is because the calculated t value of 9.119 is higher than the 1.96 critical t value at df 48; while the calculated significant value of 0.000 is less than the 0.05 level of tolerance. Hence hypothesis which states that there is no significant difference between secondary school students exposed to study skills training in the experimental group and those not exposed in the control group is hereby rejected.

Table 4.3.6 Independent t-test statistics on the differences in the Concentration after exposed to study skill training for the experimental group and those not expose in control.

Groups of study habits	N	Mean	S.D	S.E	Calculated t	Critical t	df	Sig (2-tailed)
Control group (GCC)	25	7.5200	2.543509	.50702	8.449	1.96	48	0.000
Experimental group (Army School)	25	12.7600	1.78606	.35721				

Outcome of the independent t-test statistics above revealed that significant differences exist in Concentration after exposed to study skills training and those in the control in minimizing their poor study habit. This is because the calculated t value of 8.449 is higher than the 1.96 critical t value at df 48; while the calculated significant value of 0.000 is less than the 0.05 level of tolerance. Hence the hypothesis which states that there is no significant difference in concentration between secondary school students exposed to study skills training in the experimental group and those on exposed in the control group is hereby rejected.

Table 4.3.7 Independent t-test statistics on the differences in the written homework after exposed to study skill training for the experimental group and those not expose in control.

Groups of study habits	N	Mean	S.D	S.E	Calculated t	Critical t	df	Sig (2-tailed)
Control group (GCC)	25	11.4800	1.75879	.35176	1.341	1.96	48	.186
Experimental group (Army School)	25	12.2400	2.22261	.44452				

According to the results of the independent t-test statistics above, there is no significant differences in written homework after exposed to study skill training and those in the control in minimizing their poor study habit. This is because the calculated t value of 1.341 is less than the 1.96 critical t value at df 48; while the calculated significant value of .186 is greater than the 0.05 level of tolerance. Hence the hypothesis which state that There is no significant difference in written homework between secondary school students exposed to study skills training in the experimental group and those not exposed in the control group in is hereby accepted and retained.

Hypothesis Four: There is no significant difference in examination and teachers' consultation between secondary school students exposed to study skills training in the experimental group and those not exposed in the control group.

Table 4.4.8 Independent t-test statistics on the differences in the Examinations after exposed to study skill training in the experimental group and those not exposed in the control.

Groups of study habits	N	Mean	S.D	S.E	Calculated t	Critical t	df	Sig (2-tailed)
Control group (GCC)	25	18.0000	2.21736	.44347	12.256	1.96	48	0.000
Experimental group (Army School)	25	24.6000	1.52753	.30551				

Outcome of the independent t-test statistics above revealed that significant differences exist in Examinations after exposed to study skill training and those in the control in minimizing their poor study habit. This is because the calculated t value of 12.256 is higher than the 1.96 critical t value at df 48; while the calculated significant value of 0.000 is less than the 0.05 level of tolerance. Hence, there is no significant difference in examination between secondary school students exposed to study skill training in the experimental group and those not exposed in the control group is hereby rejected.

Table 4.4.9 Independent t-test statistics on the differences in the Teacher consultations after exposed to study skill training for the experimental group and those not exposed in the control group .

Groups of study habits	N	Mean	S.D	S.E	Calculated t	Critical t	df	Sig (2-tailed)
Control group (GCC)	25	6.0000	1.04083	.20817	.531	1.96	48	.598
Experimental group (Army School)	25	6.1200	6.1200	.08794				

According to the results of the independent t-test statistics above, there is no significant differences in teacher consultations exposed to study skill training and those in the control in minimizing their poor study habit. This is because the calculated t value of .531 is less than

the 1.96 critical t value at df 48; while the calculated significant value of .598 is greater than the 0.05 level of tolerance. Hence the hypothesis which state that There is no significant difference in teachers' consultation between secondary school students exposed to study skills training in the experimental group and those not exposed in the control group is hereby accepted and retained.

4.4 Summary of the Findings.

From the analysis and test of the hypotheses in this chapter, some major observation have emerged on the effectiveness of study skills training in minimizing poor study habit among secondary school students in Sabo Gari LGA of Kaduna state. These findings are as follows:

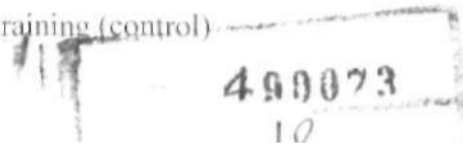
1. That study skill training was effective in minimizing poor study habit among secondary school students in the area relating to concentration, home work and assignment, examination, written work, and study period procedure of secondary schools in Sabo Gari LGA of Kaduna state
2. Student poor study habit can be reduced to the barest minimum using the study skills training
3. That the treatment package (Study skills training) has been found to improve students ability to study well and engage in active study approach.
4. That study skill training has been discovered to be an effective technique in helping students develop active study period approach thereby improve performance.
5. That the students who were exposed to study skills training generally had their poor study habit reduced significantly when compared to students who were not exposed to study skills training.

4.6 Discussion

The major objective of this study is the determination of the effectiveness of study skills training in minimizing poor study habit among secondary school students in Sabo Gari LGA of Kaduna state. From the data collected and analysed in this chapter, it was observed that students who were exposed to study skill training generally had their poor study habit reduced when compared with students who were not exposed to the study skill training. This was the observation in the first of the hypothesis of this study. This finding implies that the study skills training could be used for the effective reduction of poor study habit of the secondary school students in Sabo Gari LGA of Kaduna state. This finding is consistent with Idoñ (1998) Bhatnagar and Gupta (1999), where it was reported that when proper counselling and guidance are brought to the learners, they make progress in their education and develop good study skills. Therefore, to effectively address students poor study habit relating to home work and assignment, study period procedure, written work, concentration, examination and time allocation, the counsellor need to provide an effectively organised study skills training as often as possible to the students. This findings agreed with Makarñ (2002) Kagu (2004) and Adisa (2007) where similar observations were reported on the use of guidance, subject procedure counselling and group counselling techniques for effective improvement in the study skills of learners and their performances.

In the second, hypothesis significant difference exist in the home work and assignment of students exposed to study skill training (experimental) and their counterparts not exposed to the study skill training (control) .

Also, significant difference exist in the Time allocation for studies of students exposed to study skill training (experimental) and their counterparts not exposed to the study skill training (control).



Significant difference exist in reading and note taking of students exposed to study skill training (experimental) and their counterparts not exposed to the study skill training (control). This finding is in agreement with that of Idofin (1998) and Adisa (2007) where it was respectively reported that the aims or notion students have in mind when reading. The result of the third hypothesis reveal that significant difference exist between the study period procedure of students exposed to study skill training (experimental) and their counterparts that are not exposed to the study skill training. This is another pointer to the effectiveness of the study skills training in minimizing poor study habit of students. This finding agrees with Adisa (2007) where it was reported that lack of counseling could be a limiting factor in the study time management.

Also significant difference exist in Concentration of students exposed to study skill training (experimental) and their counterparts that are not exposed. This is an indication of the effectiveness of the study skills training.

In the fourth Hypothesis, significant difference exist in the Examinations of students exposed to study skill training (experimental) and their counterparts that not exposed to the study skill training. This finding is in agreement with Makarfi (2002) where it was reported that the use of counseling on secondary school students could significantly improve their academic performance.

There is no significant difference between secondary school students in the experimental group and those in the control group in minimizing poor study habit relating to examination after expose to study skill training.

Chapter Five

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the investigation into the effectiveness of study skills training in minimizing poor study habit among secondary school students in Sabon Gari Local Government Area of Kaduna state. Within the chapter, the conclusion of the study and the recommendations are presented.

5.2 Summary of the study

The main objective of this study is to determine the effectiveness of study skills training in minimizing the poor study habit among secondary school students in Sabon Gari Local Government Area of Kaduna state. The topic was chosen because of the gradually declining zeal put forth by secondary school students towards studies. This has led to mass failure in the Senior School Certificate Examination for which there is a general outcry by the parents, teachers, and the society at large. The works of other authors related to study habits, study behaviour problems and study skills training were reviewed. The research population consisted of all the SS II students of Army day secondary school Sabon Gari and Government Commercial College, Sabon Gari. The subjects used for the study were selected with the use of pre-test based on their study habit problem. Samples of 25 students were selected from both schools making a total of 50 students.

A six week study skills training program was organized in the experimental school but non in the control. A post-test was administered at the end of the training period for both groups. Percentages, mean scores, and standard deviation were employed to analyse personal data and answer the research questions, while t-test statistic was used for testing of the four hypotheses stated in the study.

5.3 Conclusions of the study

The research is able to establish that study skills training can be effective in reducing the poor study habit of secondary school students to the barest minimum. The acquisition of study skills training may effect positive change in the students' manner of studying. Effective study approach is a good asset to secondary school students as it assist them in the mastery of their school work. The acquisition of time management skills by secondary school students will assist in reducing poor study habit among them. Also, students who were exposed to study skills training generally have their poor study habit reduced significantly when compared to the students who were not exposed to the study skills training.

Therefore, there are several implications that arise from the result of this study. The findings will serve as a guide. The findings indicates that the academic performance of the students can be marred by poor study skills. This has a lot of implication for counselling. Hence the counsellor has a responsibility of making sure that students' have acquired effective study skills. Counsellor should make sure that study skills training is organised for the students .

5.4 Recommendations

In view of the result of this study, the researcher wishes to make the following recommendations:

1. Study skills training should be organised for students of secondary schools often by the counsellor just like career days are constantly organised. Because without acquiring the proper study skills to make the required results, their future career will only end as fantasy and will never become a reality.
2. Teachers, counsellors and administrators of public secondary schools should put in selfless effort in assisting these students to acquire good study skills and improve on their poor study habit.

3. That the educational bodies in the country should encourage the students of secondary schools by making available opportunities for young people to go for training as specialist in the field of counselling.
4. That any classroom teacher that has students who are performing poorly can adopt the use of study skills training to help build in them correct study skills.

5.4.1 Suggestions for further studies

This study is still open for other researches to take place. The following suggestions are made for further studies:

1. I recommend that private schools be used in a future research or schools within the rural areas.
2. The senior secondary students were used in this research. A suggestion for the use of junior students for a similar study is necessary for comparison in terms of general performance and tolerance all through the procedures of selection, training and data collection.
3. The study involved mixed sex grouping. The performance of males and females were together considered as one for each of the groups. A study to consider differences in gender as regarding homework an assignment, time allocation, reading and note taking, study period procedure concentration and written work should be considered.
4. The training was scheduled for a total of six weeks in this research and there was a significant difference in the reduction of poor study habit. A future research may be consider reducing the number of weeks and observe if there will still be a reduction in poor study habit.

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Study Habits Inventory

by CHRISTOPHER G.M. BAKARE, Ph.D

FORM S (SECONDARY SCHOOL FORM)

Name..... Date.....

Class Year or Course..... Age..... Sex: M F
 (In years) (Circle one)

School.....

DIRECTIONS

The following is a list of questions concerning students habits and methods of study. Read each statement carefully and answer it as accurately and as truthfully as possible. Put an X in the circle within the column that best describes your habit. For example, the first question is:

When your assigned homework is

Too long or unusually hard, do

You either stop or study only

The easier parts of the lesson?

Almost Never	Less than Half of the Time	About Half of the Time	More than Half of the	Almost Always
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If in your case, this happens to be true, less than half of the time i.e, sometimes, place an X as shown in the example.

Almost Never	Less than Half of	About Half of the Time	More than Half of	Almost Always
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Section A: Homework and Assignments

1. When your assigned homework is too long or Unusually hard, do you either stop or study only The easier parts of the lesson?
2. If you have to be absent from class, do you make Up missed lessons and notes immediately?
3. Even though an assignment is dull and boring, do You stick to it until it is completed?
4. Do you put off doing written assignments until The last minute?
5. Do you complete and submit your assignments On time?
6. Do you begin your assignments as soon as the Teacher gives them to you and not allow them to Pile up?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Total Score
Section A

Section B: Time Allocation

7. Do you waste too much time talking or listening To the radio for the good of your studies?
8. Do you find that having many other things to do Causes you to get behind in your school work?
9. Do problems outside of the classroom – with other Students or at home – cause you to neglect your School work?
10. Do you study for at least three hours each day After classes?
11. Is your time unevenly distributed; do you spend Too much time on some subjects and not enough On others?
12. Do you spend too much time reading fiction (novelist), going out etc., for the good of your School work?

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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Total Score
Section B

Section C: Reading and Note Taking

13. In taking notes, do you tend to write down things Which later turn out to be unimportant?
14. After reading several pages of an assignment, do You find yourself unable to remember what you Have just read?
15. Do you find it hard to pick out the important Points of a reading assignment?
16. When reading a long assignment, do you stop now And then to try to remember what you have read?
17. Do you have to re-read material several times Because the words don't have much meaning the First time you go over them?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 18. Do you have trouble picking out the important Points in the material read or studied?
- 19. Do you go back and recite to yourself the material You have studied, rechecking any points you find Doubtful?
- 20. Do you miss important points in the lecture while Copying down notes on something which has Gone before?
- 21. Do you pronounce words to yourself as you read?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Total Score
Section C

Section D: Study Period Procedures

- 22. Do you keep all your notes for each subject together And carefully arranged for studying?
- 23. Do you need a long time to get warmed up when You want to start studying?
- 24. Are you unable to study well because you get Restless and unable to sit for long?
- 25. When you sit down to study, Do you find yourself Too tired, bored or sleepy to study well?
- 26. Do you prefer to study your lessons alone rather Than with others?
- 27. Do you seem to get very little done for the amount of time you spend studying?
- 28. At the beginning of a study period, do you plan Your work so that you will make the best use of Your time?
- 29. Do you find yourself beset by too many health Problems to study efficiently?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Total Score
Section D

Section E: Concentration

- 30. Do you find that, day dreaming distract your Attention from your lessons while studying?
- 31. Do you find it hard to keep your mind on what You are studying for any length of time?
- 32. Do outside interruptions disturb you while studying?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Total Score
Section E

Section F: Written Work

- 33. Do you correct errors on the papers which your Teachers have marked and returned to you?
- 34. Do you have trouble saying what you want to say On tests, essays and other written work?
- 35. Do your teachers criticize your written work for Being poorly planned or hurriedly written?
- 36. Do you give special attention to neatness on essays, Reports and other written work?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Total Score
Section F

Section G: Examinations

- 37. Do you do poorly on tests because you find it hard To think clearly and plan your work within a Short period of time?
- 38. Do you get nervous and confused when taking a Test and therefore fail to answer questions as well As you otherwise could?
- 39. When getting ready for a test, do you arrange Facts to be learned in some planned order?
- 40. Are you careless about spelling, punctuation and Grammar when answering test questions?
- 41. Are you unable to finish tests within the time Allowed although you work until the very last Minute?
- 42. When tests are returned, do you find that your Mark has been lowered by careless mistakes?
- 43. Do you finish your examination papers and turn Them in before time on the examination?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Total Score
Section G

Section H: Teacher Consultation

- 44. When you are having trouble with a particular Subject, do you try to talk it over with the teacher?
- 45. Do you hesitate to ask a teacher for further ex-Planation on a point that is not clear to you?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Total Score
Section H

Do not write below this line

SECTION	SCORE	STANINE
A		
B		
C		
D		
E		
F		
G		
H		

APEPENDIX 2

STUDY SKILLS TRAINING PROGRAMME

SESSION ONE

1. After the selection and identification of subjects, the researcher will group them and take them to a class or the venue that have been provided by the principal of the school.
- 2 The researcher will introduce herself, his name, occupation, and the purpose of the programme. He calls for cooperation and active participation during the programme.
- 3 The students introduce themselves one after the other, each telling the group their names, classes, age, parent occupation, likes and dislikes.
- 4 The researcher will then briefly discuss with the students that the reason why they have been chosen is because their cases are similar, so they should feel free to participate and be active in the discussion. He encourages them that a problem identified is already half-way solved. He assured them that their identity will be kept confidential.
- 5 The researcher discusses study behavior problems of students as poor study practices or approaches to acquiring information from books or study materials. The researcher further states these as poor concentration at lectures, poor note-taking, poor written assignments, unfavorable environment, difficulty in making use of time schedule and sticking t it, day-dreaming, lack of finances among others as the major study behaviour problems.
- 6 The students are made to be aware of the importance of having good study habits

as it leads to having a well defined knowledge and a good academic performance.

7 The students are made to construct a proposed time-table schedule, and think of a conducive study place. They are to write it down and submit to the researcher.

8 They are made to record the number of hours or minutes which they can read effectively before they lack interest or concentration. They are to go home and practice it and come back with answers.

SESSION TWO

The researcher greets and welcomes the students to another session, then ask them few questions on the last topic thus:

1. Why must we maintain a good study habit?
2. Is it compulsory to have a reading time table?

After these are answered, the researcher introduces the different study approaches.

This includes Robinson's Study Approach (SQ3R), Azikwe study approach – 2SNPECR, Unoh's study Approach– 3S3R. These approaches are very much similar with minor variations so emphasis will be laid on Robinson approach.

They are five steps meaning survey, question, read, recite and review.

This method emphasizes active practice and encourages self involvement

in learning or studying. Today the first step is survey. Surveying as a study techniques means going through the passage or topic intended to be studied. It

begins by getting over view of the passage or topic you want to read or study,

note the title, read the introduction, and skim through the passage. It also involves

checking through the pages, and getting a glimpse of the main ideas with the help

of the subtitles and diagrams. Surveying could be to glance through the topics and

sub topics, the introduction, the main headings or ideas, and summary of the contents. This will enable one to have a general idea on what he/ she is intending to study or read.

The objective is to help the students appreciate the nature of survey in a study.

This orientation will help the student to organize the ideas as they read later.

QUESTIONS FOR DISCUSSION

- (1) In your own words what is survey?
- (2) Why do you think it is good to skim through before commencing studying?

CLASS WORK

- (1) Open your note books and glance over any topic of your choice and write your experience now.

HOME WORK

Try the same at home on many of your favourite topics and write your experience.

CLOSING REMARKS

Counselor thanks the students for coming; He reminds them on the next meeting and solicits for cooperation.

SESSION THREE

TOPIC: QUESTION

Objective: To throw more light on this particular technique and how it can be used effectively as a good study habit.

Opening remarks

Counselor welcomes the students on the third session of the training.

Counselor collects the last assignment given. He commences discussion on questioning as a study technique. At this stage, students are to convert all headings and sub-heading or topics and sub-topics into questions. They are to formulate questions that will help them discover the main topic and how to apply the facts.

Counselor then guides the students on how to raise questions expected to be found in the text or notes they are reading, and identify answers to the questions. The objectives of these are that when a student is forming questions, such is in turn also preparing answers to be provided in his/her mind. Questions can be used at the beginning or end of a chapter, topic of notes, or lecture notes.

Questions

- (a) At what state do you often turn the first heading into question?
- (b) Choose two topics from only two subjects and raise questions on them.

HOME WORK

- (a) Read and turn down three headings into a question
- (b) Suggest two ways in which you think asking questions will help you in your study?

Closing remarks

Counseling thanks the students for their patience all through and solicits for further cooperation and punctuality.

SESSION FOUR

Topic: Read

Objectives: To explain what reading is, to improve reading skills, and concentration on what is being read.

Opening remarks

Counselor welcomes the subjects, and collect the assignment from them while returning the last one. Counselor then reviews the last one and introduces the new topic which is reading.

The researcher will give each student a reading comprehension from their English text book to read. They are taught to read repeatedly and to thoroughly, note main ideas and details in their reading. They are encouraged to answer questions they have raised so far during the readings. They are instructed to underline main ideas, in their readings to help them easily pick out these ideas during revision.

Questions

- (a) Explain how and what is done in reading?
- (b) What are the key elements of reading?

Closing remarks

Counselor encourages students to practice what has been learnt during studying periods. Counselor thanks them and reminds them of next meeting.

SESSION FIVE

Topic: Recite

Objective: To guide the subjects on the meaning and skills of recitation.

Opening remarks

- Counselor welcomes the subjects.
- Collects assignment.

Counselor then gives a talk on recitation; to **recite is an attempt to recall** the main ideas read. It is aimed at assessing level of mastery of the study topic/passage read. Jotting down vital points of head, reading or reciting to a fellow mate without referring to text or notes. This will help them recall ideas read, and it means that one has studied with understanding. The use of recitation requires that one uses personal expression to re-state, list and summarize major ideas in the passage.

Questions

- (a) What do you understand by the terms recite?
- (b) Explain how you will stimulate yourself to recite?

Activities

Practical demonstration

Home work- Go home and practice it then come and share your experience at next meeting.

Closing remarks

Students are encouraged to practice this during their study periods. The counselor thanks them for usual cooperation and solicit for further cooperation during the next meeting.

SESSION SIX

Topic: Review

Objectives: To intimate the students with the vital issue of review, and enumerate the

element of proper review.

Opening remarks

Counselor welcomes the participants then introduces review as the day's topic.

Review means going back to re-read, that is to look for the fact that one is unable to recite or take note of in the topic. This step takes care of the problem of not mastering most of the important facts in a study. Topics on various school subjects are used to practice this techniques, also, the other four techniques are run through again that is survey, questioning, reading and reciting. Review involves checking for the meaning of words not understood, seeking clarification on certain terms, concepts and trying to clear doubts on points of material read. In review, one goes through material over and over and makes summary. Immediate review is necessary to offset the rapid rate of forgetting and make sure that the key words written down make meaning.

Question

Discuss what impressed you in the review exercise.

Home work

Take a topic of your choice and practice the SQ3R procedure and write down your experience.

Closing remarks

The counselor expresses gratitude for their cooperation and reminds them on next meeting.

SESSION SEVEN

1. The researcher welcomes the students to another day of training.
2. He asks for the assignments given. He comments on each as needs be and students share their experiences.

3. The researcher then gives a talk briefly on Good and Effective Study habits. The following points will be stressed:

- a. Why parents send children to school
 - b. What the children stand to gain after completion of the secondary school education.
 - c. What to do to achieve the best in academics such as:
 - Scheduling time for every reading or take home assignment.
 - Break down assignment into manageable portion.
 - Take one assignment per time to a study place.
 - Start assignment just on arrival to a study place.
 - Being attentive in class.
 - Learning to review and read notes immediately after Lectures (latest 24 hours later) when the lecture is still fresh in the memory.
 - Study books daily not until date of examination is fixed.
2. The researcher creates discussion forum where students are asked to share what they have learnt so far.

SESSION EIGHT

The researcher welcomes the students to another session of training. He then introduces the topic of the study which is on The Purpose of Study and lay emphasis on Examination. He then lists some of the important ones and briefly explains them to the students.

1. To communicate thoughts and ideas clearly.
2. To acquire some skills and knowledge of study.
3. To understand basic facts about their notes and materials to study.
4. To recall information/details and support arguments.
5. To discuss technical issues intelligently and wisely.
6. To demonstrate understanding of their subjects.
7. To develop effective study skills and ethical character of study
8. To pass examinations and tests

The researcher then encourages them to be real to themselves during studies; that is their attitude towards their studies must be true.

SESSION NINE

The researcher welcomes the students to another session for training. He asks a question thus: who can tell us two purposes of study which would be at the back of our minds when we are studying? After the answers by one or two students, the researcher introduces the day's topic which is Concentration. The researcher lists some important points here and explains them to the students.

1. Always sit up while reading or studying. Don't place your head on the desk or table, it may lead to sleep or reduce the level of concentration
3. Avoid the use of arm chairs, settees or beds while studying.
4. Avoid chewing anything during study.
5. Disallow emotional problems or day dreaming during studies.
6. Develop positive attitudes and interest towards your subjects, teachers and your

school environment.

7. Be humble, respectful and diligent in your studies.
8. Listening to radio, watching television, and chatting are all hindrances to effective study.
9. Attend all lessons regularly and punctually.
10. Revise your notes as soon as a lesson is over.
11. Always consult the dictionary as often as there is need for it during study. That means always carry a dictionary to your reading place.
12. Be willing to assist others who seek knowledge from you because by that, you are reinforcing your own knowledge.
13. Begin with the most difficult task during study and leave the most easiest or pleasant ones to the end.
14. Be conversant with past questions of exams, test, and assignments. Revise, answer the scripts too.

The researcher then allows one or two questions on the just discussed points. He then closes for the day.

SESSION TEN

The researcher welcomes the students to another training session. He then asks questions on the last training such as:

1. Why should you not listen to radio or watch television while studying?
2. Must one have a dictionary as a student?
3. List two other areas one can approach his/her studies appropriately?

After these are answers by few students, the researcher goes on to introduce the day's

topic which is: **STUDY PERIOD PROCEDURE AND TIME ALLOCATION.**

Some important points are listed and explained to the students such as:

1. Look for a conducive place or area for example the library or a quiet class or room that will make study comfortable.
2. Have a designed time-table and apportion more time to the subjects that seem difficult to you.
3. Start your study right on time and prepare well before coming so that preparation to settle down will not take part of the reading time.
4. Choose study partners, those who are serious and can be of help to you. Then organize group discussions. This will be of great importance because knowledge and ideas will be shared.
5. The reading place/study room should be well equipped with convenient study chair, desk table, bright light, favourable weather condition and should be psychologically suitable.
6. A reading subject can be alternated with a practical subject in order to sustain a high level of concentration example: English language can be substituted with physics.
7. Rest/pause/short walks of 10 – 15 minutes are important if reading exercise exceeds 1 hour, this helps for refreshing.
8. The students should also make out time for recreational activities.

Homework

Try reading where there is noise and write down your experience.

Summary

Counselor thanks the students for their cooperation and reminds them of the next meeting.

SESSION ELEVEN

Counselor welcomes students for another day of training. Today's topic is: **10 Steps for good study habits.**

Studying is very important to having good grades. It is actually possible to develop study habits that will help your academic achievements. Habits are acquired through repeated acts so a student should have a study plan which he/she will repeatedly follow and at the long run become his study habit. Students find it really hard to take studying seriously. Below are the ten steps to good study habits:

STEPS FOR GOOD STUDY HABITS

1. Study for a set of number of hours a day
2. Choose the best time when you are well rested, eaten and not sleepy.
3. Choose the best place to study; a library, place with a table and a desk, well ventilated, lighted and free from distractions. Be at your study place promptly during your study time.
4. Keep your study area clean by arranging your books neatly. A cluttered desk may discourage studying.
5. Budget the time. list down the assignments and work to do, then plan the time.
6. Concentrate on what you are studying, stay away from distractions, TV and Radio
7. Prioritize studying- take it seriously.
8. Think of ways in which you can learn effectively and conveniently. Is it morning,

evening or is it be using visual techniques to remember or by listening? Find out your most effective learning technique.

9. Create your goals one by one. In order to create better study habits, you need to measure your progress.

10. Take time to see your teacher for explanation.

SESSION TWELVE

Opening remarks

Counselor welcomes and expresses appreciation for their participation and sacrifice and prays that they have benefited from the sessions and that this is the last session.

Administration of the Post Test

Counselor administers the post test to the students.

Closing remarks

- Express gratitude for the work done.
- Pray that what has been learnt would be put to use.
- Then dismiss them.

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