

**EFFECT OF STUDY SKILLS TRAINING ON POOR STUDY HABITS AMONG
SENIOR SECONDARY SCHOOL STUDENTS IN FAGGE,
KANO STATE, NIGERIA**

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BY

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ZARIA, NIGERIA

SEPTEMBER, 2015

DECLARATION

I declare that the work in this Thesis titled “EFFECT OF STUDY SKILLS TRAINING ON POOR STUDY HABITS AMONG SENIOR SECONDARY SCHOOL STUDENTS IN FAGGE, KANO STATE, NIGERIA” has been performed by me in the department of Educational Psychology and Counselling under the supervision of Dr. Mustapha I. Abdullahi and Prof. Raliya M. Bello.

Martha Onah SIMONDate

CERTIFICATION

This thesis entitled “EFFECT OF STUDY SKILLS TRAINING ON POOR STUDY HABITS AMONG SENIOR SECONDARY SCHOOL STUDENTS IN FAGGE, KANO STATE, NIGERIA” by Martha Onah SIMON meets the regulations governing the award of master degree in Guidance and Counselling of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literacy presentation.

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DEDICATION

This thesis is dedicated to Almighty God, the beginning and the end.

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Abstract

This study investigated the effect of study skills training on poor study habits among senior secondary school students in Fagge local government Area of Kano State, Nigeria. Five research questions and five null hypotheses were formulated. The quasi experimental, pre-test, post-test control design guided the study. The population of the study comprised all the SS II students of Fagge local government area of Kano state. The sample was made up of 100 respondents who were assigned to two groups: study skills training (experimental group) and the control group. Each had 50 participants (25 males and 25 females). Purposive sampling was used in selecting students with poor study habits for the research. The instrument used to measure the poor study habits of students was Study Habits Inventory developed by Bakare (1977). Data were analysed using percentages, mean, standard deviation and t-test. The results showed that, there is significant effect between secondary school students exposed to study skills training and the control group ($t=17.308$, $p=0.000$); there is significant effect of the study skills training between the treatment and control group on home work and assignment ($t=4.577$, $p=0.000$); there is significant effect of the study skills training between the treatment and control group on time allocation, reading and note taking, and study period procedures ($t=13.999$, $p=0.000$); there is significant effect of the study skills training between the treatment and control group on concentration, written works, examinations and teacher consultation ($t=18.374$, $p=0.000$); there is significant difference between poor study habits of male and female respondent in the treatment group ($t=6.126$, $p=0.000$). Based on these findings, it was recommended that school counsellors should organize study skills training for their students often; this can be done every term or per session.

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ABBREVIATIONS

SHI Study Habits Inventory

KSSSMB Kano senior Secondary School Management Board

Std.err Standard Error

Std.dev Standard Deviation

IQ Intelligent Quotient

NECO National Examination Council

WASSCE West African senior secondary council examination

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OPERATIONAL DEFINITION OF TERMS

Poor study habits: Refers to having wrong attitude to study or Inability to study appropriately.

Study Skills Training: Refers to the use of (SQ3R), survey, question, read, recite and review technique to facilitate the process of information of the students with poor study habits.

CHAPTER ONE

INTRODUCTION

1.4 Background to the Study

The achievement any society made is not the function of the building acquired but depends on the capacity of inhabitants who constitute such society. Every society needs a reasonable number of elites to make great achievement. The capacity of the inhabitants is in turn reflected through academic success which is a function of study habits and attitude to study. Any fundamental change in the intellectual and social outlook of any society has to be preceded by effective study habits and positive attitude to studying by its inhabitants.

For students in formal educational institutions to attain successful achievement in their academic pursuit, they need to have good study habits. Each individual needs to understand the pattern of studies to adopt in order to excel in the course of schooling. Most students perform below average due to lack of good study habits (Abdullahi, 2008). Some students usually have problem getting started. They start studying very late. At this time, the work becomes so cumbersome with so much available materials to read and a lot of assignments to be done (Akafa, 2011).

Most students are involved with so many activities aside their studies. They skip reading their note after lessons; they keep postponing their time of studies. All books are piled up to be read at once. Hence, it is pertinent to note that there is need to encourage good study habits among students so as to attain standard and qualitative education. Each individual needs to understand the suitable approaches to consider when studying. In most cases, students are often confused on how to start, what to do within a short limited time, the time required to study in order to comprehend. This shows clearly that there is urgent need to improve the study skills of students if the purpose of learning is to enable the

learner attains good performance and academic success. It is important to note that there are students who are well focused in their studies and possessed good mental ability needed to attain good academic performance but may end up performing below expectation severally. In such instances, the issue confronting such persons is not low intelligent Quotients (I.Q) but failure to use the most effective methods of studying (Abdullahi, 2008).Lack of acquiring study skills may constitute a stumbling block to someone's performance.

Study skills are learning strategies that help students organize process and use information effectively. (Kerka, 2007).They can be classified into two, namely broad and specific study skills. The Broad study skills include cognitive based strategies, repetitive strategies, meta-cognitive based strategies and procedural or organizational-based strategies. The specific study skills include reading strategies, time management skills, note taking methods, consultations/help seeking strategies, library use skills and concentration strategies.

It has been observed based on experience of the researcher in classroom teaching for years that a lot of students in Fagge local government area tend to study without knowing the guiding principles or the skills involved in the studying. This means they are lacking the proper study skills to achieve their academic success. The effect of this might result to malpractice during examination or failure. This has been an issue of concern to the educators: Counsellors, Teachers, Parents and government, therefore a lot need to be put in place to enhance study skills of students. To realize this goal, the school not only teaches the students to learn but exposes them to situation through which effective learning could be developed.

1.2 Statement of the Problem

The issue of poor study habits due to avoidance of the rightful study skills has been a re-occurring issue among so many students in various institutions of learning. This has led to massive failure, examination malpractices, frustration, school dropout, and truancy to mention but a few. This has been an issue of immense concern to the teachers, counsellors, concerned authorities and the parents. A good number of efforts have been introduced by government so as to tackle the issue of poor study approach and habits but yield no fruitful result. Although, contributions have been made to educational sectors by government through introduction of state and Federal scholarship for students, increment of manpower, introduction of functioning guidance and counselling Section and scholarship for teachers to further their education which will in turn boost the quality of education. Yet all these efforts have not really yielded much to tackle the issue of poor study habits among the students.

Most of the secondary school students have insufficient study methods (Abdullahi,1996).They engaged most often after school hour in leisure activities such as watching movies, playing games, keeping company with friends instead of individual private studying for better understanding. When a student fails to possess competencies of organizing his time, effective studying of course materials and not meeting academic requirement and successful completion of course and program, then such will not be successful academically because there is wrong approach to study skills and habits. It is therefore necessary for students who will soon be graduating from secondary school and looking forth to tertiary institutions to be fully acquainted with varieties of study skills. Hence, this calls for the need for training program on study skills. It was against this background that the study attempts to investigate the effect of study skills training on

poor study habits among secondary school students in Fagge local government Area of Kano state.

1.3 Objectives of the Study

The following are the objectives of the study:

1. To examine the effect of study skills training on poor study habits of secondary school students in Fagge local government area of Kano state.
2. To find out the effect of study skills training on secondary school students exposed to treatment and the control group on home work and assignment.
3. To determine the effect of study skills training on secondary school students exposed to treatment and control group on time allocation, reading and note taking, and study period procedures.
4. To find out the effect of study skills training on secondary school students exposed to treatment and control group on concentration, written work, examinations and teacher consultation.
5. To determine the gender difference on poor study habits among those exposed to treatment.

1.9 Research Questions

The research questions of the study are:

1. What is the effect of study skills training on poor study habits of secondary school students in Fagge local government area of Kano state?
2. What is the effect of study skills training among the treatment and the control group on home work and assignment?
3. What is the effect of study skills training among the treatment and control group on time allocation, reading and note taking, and study period procedures?

4. What is the effect of study skills training among the treatment and control group on concentration, written work, examinations and teacher consultation?
5. What is the effect of study skills training on male and female respondents in the experimental group?

1.10 Hypotheses

The following hypotheses guided the study.

1. There is no significant effect of the study skills training on poor study habit between secondary school students in the treatment and the control group.
2. There is no significant effect of the study skills training on poor study habits between the treatment and the control group on home work and assignment.
3. There is no significant effect of the study skills training on poor study habits between the treatment and control group on time allocation, reading and note taking and study period procedures.
4. There is no significant effect of the study skills training on poor study habits between the treatment and control group on concentration, written work, examinations and teacher consultation.
5. There is no significant effect of the study skills training on poor study habits between male and female secondary respondent in the treatment group.

1.6 Basic assumptions

The study is based on the following assumptions:

1. It is assumed that the study skills training can be taught to students of secondary schools to improve their study habits.
2. It is assumed that study skills training will improve poor study habits among secondary school students.

3. It is assumed that when students are taught and exposed to study skills training they will do better in their academic pursuit hence, they will attain their goal.
4. It is assumed that study skills training will expose the students to understanding themselves better hence, making better choices in their courses selection.
5. It is assumed that the teachers, Counsellors and Parents are those responsible to help and encourage the students on good study habits and skills.
6. It is assumed that study skills training will improve poor study habits hence reducing examination malpractice, drop out, frustration, and failure in examination.
7. It is assumed that when students are taught to study effectively, it motivates them to read wide within and even outside their courses for verse knowledge.

1.7 Significance of the Study

The study is significant as it will benefit the following: students, Counsellors, teachers and parents. The study will benefit the students as it gives them good hints and techniques for their studies. The study is useful to the students as it helps in creating better understanding of good study habits which will lead to the attainment of their pre-planned goals.

This study will be of much significance to the Counsellors as it helps them to guide and enlighten the students towards early identification and appropriate study habits. It creates an avenue for the counseling personnel to counsel effectively on time management and development of realistic programs for the students.

The teachers who are considered the key educators will benefit from this study as this will assist them in addressing the issue of examination malpractice and mass failure among students. Likewise, the acquisition of this knowledge will assist teachers on how to implement the curriculum objectives.

The parents, government and the society at large will also benefit from the study because the result from this study will create awareness about simple and common study habits suitable for the students. This study can also be used by future researchers in other areas in order to bring about positive changes and impressive performance in school.

1.8 Scope and Delimitation of the Study

This research covers only public secondary schools in Fagge local government area of Kano state. The study focused on SS II students so as to correct their poor study habit especially as they prepare for WASSCE (West Africa Senior Secondary Certificate examination) and NACO (National Examination Council). The study is delimited to Fagge local government area located within the metropolis of Kano state which comprises large numbers of secondary schools. The students have similar characteristics and from different background. However, the study is delimited to areas of guidance and counselling focusing on the effect of study skills training on poor study habits among secondary school students.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the review of related literature on the problem under investigation. It covers the following sub-topics: conceptual frame work, concept of studying, Concept of study habits, Poor study habits, Effective study habits, study skills: broad skills, specific skills, Study Skills Training, Theory of learning, Empirical Studies and Summary.

2.2 Conceptual Framework

2.2.1 Concept of Studying

Studying is very important in learning process because it is a key factor and different from the learning that occurs during classroom instruction that is led by the teacher, Gettinger and Seibert (as cited in Awabil, 2013). There are special features that have to be present to make study effective and qualitative. These features are cited by Gettinger and Seibert in Awabil (2013) as highlighted below:

- Studying is intentional. Effective studying is purposeful and requires a deliberate and conscious effort on the part of the student. Studying requires not only the knowledge and application of skills, but volition as well. Studying is different from incidental learning.
- Studying is skillful. It requires training and constant practice with specific techniques that help a learner acquire, organize, retain and use information. Although students are expected to apply study skills in completing homework or preparing for tests, teachers typically devote little time to providing explicit instruction in such skills.

- Studying is self-regulatory in nature. Self-regulation (e.g. initiative, persistence, goal setting) is an important aspect of studying, not only during the initial development of study skills, but also during application of skills outside of formal learning contexts.
- Studying is personal and individualised. Whereas classroom learning occurs within a social context through interaction and guidance from teachers, classmates and others. Studying is expected to be carried out by an individual. In some cases, learning can be fostered through social communication. In such situation, individual study behaviours still play a critical role in academic competence.

2.2.2 Concept of Study Habits

Most often when some students are said to be studying, they do not comprehend what they are set out to read, some lack understanding of the materials, for others knowing how to make what they had read memorable becomes an issues. Still others have problem getting to start especially when what is to be studied is voluminous and the language used is advance for their status. Also, there are students who lack focus due to the numerous activities they are involved in which pre-occupy and distract them.

Habit is seen as what one does often. Nneji (as cited in Jimoh, 2011) states that study habits are learning tendencies that enable student work on their own. Study is meant to be done often and regularly by making it a habit. Most students do not know how to study. A study carried out by poque (as cited in Abdullahi, 2008) found out that students fail due to the fact that they do not know how to study. He advised that effective study skills should be developed for the students.

Study habit refers to learning which leads to the achievement of the learner's goal through a prescribed pattern of steady behavior (Ogbodo, 2010).The student needs to make friends with those whom one can share similar study habits and those who have developed effective study habits which will help them develop sound study habits too. Been a learner with poor study

habits is like watering a dead tree to grow up. The students need to know how best to read for comprehension, and concentration is needed when studying. This simply means that the student need regular study and taking break in between study time.

It is important to note that habit is something an individual can form as a result of perpetually been involved in such act. Most attitudes and habits people possesses are not inborn. Some are learned or copied from others, others are trained. To this effect it is appropriate for the student to note that to develop good study habits there is need to develop the skills which will now be sustained by the habits.

2.2.3 Poor Study Habits

Poor study habits stems from bad attitudes and habits students developed towards their studies. Ozigi (as cited by Abdullahi, 2008) was of the view that a poor factor that accounts for the academic performance of students and failure at school is their application of wrong study habits. However, Emievil (2013) put forward some bad attitudes and habits exhibited by secondary school students that lead to poor study habits include the following:

2.2.3.1 Poor Attendance: For any subject, especially subjects like accounting and statistics attendance is really a must. Unless, of course the student is a genius who can just scan the teacher's or classmates' notes and can readily understand the lesson. The best thing is to hear firsthand what the teacher has to say and to read through your own eyes everything written on the board. If the student fails to attend classes, his/her chance of understanding the subject might be very shallow and his/her points for attendance will go down as well

2.2.3.2 No Assignments: The only way a student can learn is through practice. And practicing the subjects/topics means diligently doing the exercises and the assignments all

on your own. Overdependence on others for assignments regularly might affect ones understanding of the subject. The ones who did the assignments stand better chance of understanding the topics.

2.2.3.3 Failing to take down notes: Some students are fond of always photocopying notes from their classmates'. This may not really serve the purpose for every student. Taking down notes mean you are listening and are focused on the subject. A student who doesn't take down notes is either somebody who has a photographic memory or just plain lazy or is not concentrating on the subject at hand. The first reason is a good one but is quite rare. The second reason may be okay if the student is intelligent in the first place (but this is still not an excuse). The third reason may be the worst because the student is really not absorbing anything from the class. And when this happens, your grades are bye-bye.

2.2.3.4 Poor Time Management: Some students don't know how to manage their time, they accommodate everything that comes their way even the ones that intercept their studies. When a student fails to properly prepare and planned their time, it will continually coincide with their school schedules.

2.2.3.5 Not Following Teacher's Instructions: In every learning process, the teachers do give instructions to the learners. Some students developed the attitude of ignoring such. For example, during examination students are asked to write T for True and F for False. Some will ignore the instruction and write the whole word or worse, give entirely different answers. Failing to follow instructions could mean deduction of marks or a failed grade in that exam or worse, in the subject itself.

2.2.3.6 Negative Thinking: This one bad habit can wipe out all the student's good study habits. If a student perennially thinks he or she does not understand the subject or that the subject is just too hard for him or her, no amount of studying or copying notes or doing assignments can really make up for this one bad habit. It will just simply block everything because the student is setting himself or herself up for failure. This attitude is so bad that it can cause one to fail perpetually.

2.2.3.7 Procrastination: This one can follow poor time management skills, but it's a habit that can be left on its own. Procrastination often leads to cramming. Students have so many distractions these days. These distractions (like Face book, online games, play-stations, texting/chatting) make cramming or procrastination a more dangerous bad habit now than it was before.

However, it is pertinent to note that no amount of intellectual knowledge will be useful to a learner if the bad attitude, approaches and habits are not killed. Hence, to cultivate the rightful habits, there has to be decision to develop and practice the good qualities of mindfulness, punctuality, organization, time management, positive-thinking etc.

2.2.4 Effective Study Habits

To develop an effective study habits, the students' need to be given intensive training on study skills. Most scholars consider it mainly as one of the intervention of reducing poor study habits (Abdullahi, 2008). According to Ogbodo (2010) effective study habits refers to a situation in which a learner studies regularly to achieve maximum success in his/her school work. Howell (as cited in Abdullahi, 2008) noted that working with children in grades four to eight was able to demonstrate that a year of intensive emphasis on work study skills produced reasonable improvement in achievement.

The interest on study skills has also caught the attention of Ranson (as cited in Abdullahi, 2008) who reported that a group of students who spent between ten to fifteen hours in a study skills clinic had a significantly higher grade point average than an equated group of students who had not made use of the clinic.

Otto and Smith (as cited in Abdullahi, 2008) stated that reading study skills require more than a simple way of study skills. Rather they require careful and developed study habits as well. Skills focus on specific behaviours required for study type reading. On the other hand, habits focus on ability and inclination to apply the skills. This simply signifies that successful academic achievers typically have arrays of study skills well cultivated which help them to develop effective study habits.

Hoston (as cited in Abdullahi, 2008) mentioned that there is a great need to teach study skills to students as majority of them have ineffective study habits and this has put the students in the position of developing poor study habits. He further stated that there is no formal teaching of study skills which has also attributed to the students developing poor study habits. Due to the fact that they had developed poor study habits, they usually opt and solely depend on frantic cramming during examination. This is not a good standard to develop in the field of studying because the understanding has not been established.

Denga (1983) noted after carrying out a study that majority of the students expressed a need for developing effective study habits, choosing the right subject combination and passing examinations. This study has actually brought an awareness to authorities concerned in issues of students successful performance as it pinpoint the necessity for training students on the use of study approaches in order to tackle the issue of poor study habits (Abdullahi, 2008). According to Adegbija (1987) studentship is a lifelong career.

Therefore, studying and learning are process that continues throughout life time. He therefore saw the development of effective study habits as basic requirement for any individual who wants to maintain a well-informed state of mind for students' success in any academic and development Endeavour.

Ozigi (as cited in Abdullahi, 2008) expressed that most secondary school students in northern Nigeria did not received any formal instruction in study techniques. Never the less, some students put much effort on reading preferred subjects and depend on their lecture notes as source of information.

Ogbodo (2002) explained that teaching students study skills and approaches was genuinely necessitated-by dramatic short fall and downturn in students' performance which cut across tiers of institutions of learning, resulting in massive failures, carryover deficiencies and related problem. In a study carried out by pressey in Abdullahi (2008) showed that college students who were having difficulty and were given instruction in study skills were much likely to pass their exams than similar students who received no help.

An effective study habit comprises several factors like the location of study activity, study technique, time management, physiological and psychological factors. According to Thinkport in Abdullahi (2008) good study habits are important part of any student's success. This doesn't just mean studying hard when a test is coming up. Studying is a continuous process that helps learners collect their thoughts and reflect on all the new things they learn each day. Abdullahi (2008) opined that it takes time and effort for the student to fully understand everything he/she is presented with in the classroom. He further buttressed his point by adding that a good student needs not to necessarily have high I.Q than his counterpart who is below average in academic performance. The different between them is study habits. Good study habits help individual student to form understanding effectively.

2.3 Study Skills

Study skills have been defined differently by different Authors and writers. It is important to look at some of these definitions.

Gettinger and Seibert in Awabil (2013) states that study skills are viewed as academic enablers; they function as critical tools for learning. He further opined that study skills encompass a range of coordinated cognitive skills and procedures that enhance the effectiveness and efficiency of students learning. Hoover and Patton, Gettinger and Seibert in Awabil (2013) indicated that study skills include the competencies associated with acquiring, recording, organizing, synthesizing, remembering, and using information.

Kerka (2007) opined that study skills are learning strategies that help students organize process and use information effectively. She also cited the following definitions of study skills:

- Study skills are processes of meta-cognition, which is self-awareness of one's thinking and learning. Learners who are able to step back and monitor their thinking and learning are able to use strategies for finding out or figuring out what they need to do.
- Study skills are learning strategies that facilitate the processing of information. Study skills help us organise and process information. They also help us remember what we have learned. They work best when we are conscious of our learning processes. This awareness of our own thinking and learning is known as meta-cognition.

Kerka (2007) further mentioned some purposes of study skills. These are

- Study skills are important not just for academic learning, but also for everyday life. They can help individuals to be organised and successful life-long learner and manage their jobs, households and finances.

- Study skills can be critical especially for students with learning disabilities, who may have difficulties with staying focused and become discouraged by lack of success.
- Students attribute failure to internal factors like lack of ability, or external factors such as bad luck. This can make their self-confidence suffer and they see every effort as futile. Mastering the skills for studying and learning increases their self-efficacy and empowers them to change their approach and different strategies if one fails.

2.3.1 Types of Study Skills

Study skills can be classified into two namely;

- Broad study skills and
- Specific study skills.

2.3.1.1 Broad Categories of Study Skills

Various writers have provided different views, regarding the components of study skills. For instance, Gettinger and Seibert in Awabil (2013) identified four broad clusters of study skills that students need to acquire to facilitate their academic success. The four clusters are:

- Cognitive-based strategies
- Repetition strategies
- Meta-cognitive-based strategies
- Procedural or organisational-based strategies;

Cognitive-Based Study Skills

The goal of cognitive-based study strategies is to guide students to engage in appropriate thinking about information they are required to learn. According to the information processing theory, the greater knowledge students have about content the more likely they are to think about, understand, and remember it (Gettinger & Seibert in Awabil, 2013). Studying is enhanced when new material is meaningful to learners, and integrated with their existing knowledge. Besides, information that is stored as a network of connected facts and concepts, called schemata, is more easily learned and retained. Other evidence based cognitive study strategies that assist students in activating and making connections with prior knowledge are question generation and summarising.

Repetition Study Strategies

Most basic study strategies involve repetition re-reading of information. Repetitive strategies are most useful when storing small bits of information for the short-term or when the content being studied is used frequently. Repetition strategies are easy to learn and use and, therefore, are among the first study skills taught to young children. In early grades, teachers may rely on repetition strategies for helping children acquire basic reading and mathematics skills. For instance, flashcard sets are frequently used to help children learn spelling, vocabulary, sight words and mathematics facts (Gettinger & Siebert in Awabil, 2013).

Meta-cognitive-based Study Skills

The extent to which students apply study skills when the need arises depends largely on their meta-cognitive capacities (i.e. the ability to assess the need for studying and to plan, implement, and monitor and evaluate their study approaches). Whereas cognitive-based study strategies relate to how learners process information, meta-cognitive strategies relate to how students select, monitor, and use strategies in their repertoire. Being meta-cognitive is essential for effective studying. Meta-cognitive ability enables learners to adjust their studying according to varying task demands. Students with well-developed meta-cognitive skills know how to study effectively; they understand which strategies to deploy, monitor their studying, and allocate time wisely. They are familiar with the cognitive strategies that help them study and regulate their use of such strategies (Gettinger & Seibert in Awabil, 2013).

Procedural Strategies

Procedural study skills encompass the behaviours that allow students to maximise the benefits of their study time. Several competencies underlie the development of procedural study skills, including time management, material organisation and development of schedules for consistent study routines (Gettinger & Seibert in Awabil, 2013). Organisational routines and schedules for studying are most effective when they are personalised by having students construct their own plans for monthly, weekly and daily study (Gettinger & Seibert in Awabil, 2013). Kerka (2007) also cited types of study skills as indicated below:

Preparing to Learn

Preparing and planning for learning encompass both physical (environmental), tools, and mental (attitudes, goals, priorities), aspects. Skills that help students prepare to learn include the following:

- Organising one's work by using agenda books, homework planners and notebooks.
- Managing time by developing schedules, prioritising tasks, and using checklists.
- Arranging the physical environment, including finding a place that is free of distractions and choosing a time of the day that works best for the individual.

Acquiring, Processing, and Retaining Information

Effective learners systematically obtain, organise and retain information. The strategies for students to explore and discover which work best for them include the following:

- Effective reading is critical to acquiring information. The SQ3R (Survey, Question, Read, Recite, Review) method, for example, is a systematic approach that helps students discover and retain the important ideas in texts.
- Effective listening in class is equally important.
- Taking good notes enables review and retention of materials covered in class.
- Outlining and summarising help learners see relationship between concepts.
- Memory aids such as mnemonics can assist learners.

Applying Learning

Students demonstrate and apply what they have learned in doing assignments, oral presentations and tests. Successful test-taking requires both content knowledge (understanding of the material being covered) and procedural knowledge (how to take tests).

Monitoring, Evaluating and Reinforcement

A key meta-cognitive process is self-monitoring. While using study strategies, students should periodically ask themselves: What am I trying to accomplish? How well am I using this strategy? And what else could I do to accomplish this task?

Monitoring and evaluating strategies include MARKER AND MURDER.

MARKER stands following:

- M:** Make a list of goals, set the order, set the date
- A:** Arrange a plan for each goal and predict your success
- R:** Run your plan for each goal and adjust it if necessary
- K:** Keep records of your progress
- E:** Evaluate your progress towards each goal
- R:** Reward yourself when you reach a goal and set a new goal.

MURDER means:

Mood: set a positive mood for you to study in. Select the appropriate time, environment and attitude.

Understand: Mark any information you do not understand in a particular unit; keep a focus on one unit or a manageable group of exercises.

Recall: After studying the unit, stop and put what you have learned into your own words.

Digest: Go back to what you did not understand and reconsider the information. Contact external expert sources if you still cannot understand it.

Expand: In this step, ask three kinds of questions concerning the studied materials:

- a. If I could speak to the author, what questions would I ask or what criticism would I offer?
- b. How could I apply this material to what I am interested in?
- c. How could I make this information interesting and understandable to other students?

Review: Go over the materials you have covered. Review what strategies helped you understand and/or retain information in the past and apply these to your current studies.

2.3.1.2 Specific Study Skills

Some important study skills have been put forward by Kagu in Awabil (2013) which include:

- Planning and organising time for study
- Note taking
- Use of library
- Concentrating during hours of study

Hazard Nadeau in Aawabil (2013) noted the necessary study skills as reading, writing, and finding and organizing information. Also, Anderson & Anderson, Hazard and Nadeau in Awabil (2013) identified other necessary skills for college's achievement as time management, note taking, and test taking.

Therefore, the specific study skills are stated below:

- Reading strategies
 - Time management skills
 - Note taking methods
 - Consultation/help seeking strategies

- Library use skills.
- Concentration strategies

Reading Strategies

Reading is actually one of the most difficult tasks which students in any secondary school have to learn to deal with effectively. Reading done in a skilful manner could be very interesting and profitable (Ipaye, 2005). Effective reading methods include the following:

- (i) SQ3R method
- (ii) SQ5R method
- (iii) PQR3 (P, Q, triple R) and
- (iv) ROSEMARY! (L) Method

The SQ3R Method

Ipaye, Obadofin, Okoli and Taylor and Buku in Awabil, (2013) have all identified the SQ3R method as an effective reading strategy. This method stands for Survey, Question, Read, Recite and Review.

- Survey: This involves reading the aims and purposes of the book, title, headings and sub-headings, preface and table of contents. Other aspects of the book that should be surveyed are first and last sentences of the text, introduction, and conclusion.
- Question: This involves questioning oneself about the ideas one has read about. The student asks questions on what he or she has read.
- Read: As the word implies, read the study material in order to understand it and identify relevant points.

- Recite: This means repeat in one's own words the information obtained either paragraph by paragraph or chapter by chapter.

Review: It means the student thoroughly goes over the previous steps. The review may entail looking over notes to recall main points and also putting notes away and trying to recall the facts. The revision should be regular to prevent forgetting what has been learned.

The SQ5R Method

The SQ5R method is the longer version of the SQ3R strategy. Therefore, they are similar in some ways. Ipaye as cited in Awabil (2012) described the SQ5R method as follows:

- Survey: Read only the chapter title, sub-titles, italicised items and introductory or summary sections.
- Question: Go to the first major heading. Anticipate what will be in that section. Turn the titles into questions. Then write each question down. Try to think them through tentatively arriving at answers depending on how familiar the material is to you.
- Read: Read the chapter section by section for the purpose of answering the question.
- Record: In your own words and without looking at the text, write down the answers in very short phrases.
- Recite: Cover your answer and recite it from memory.
- Repeat: Repeat steps 2, 3, 4 and 5 for each section in the entire chapter.
- Review: Recite all the answers from memory. If you cannot recite all of the answers from memory, keep studying until you can.

The PQR3 (P, Q, triple R) method

This method is similar to the SQ5R method. According to Ipaye as cited in Awabil (2012), the

PQR3 method stands for:

- P: Preview what you are going to read, look for main ideas and subjects. Form an impression about what you are going to read.
- Q: Question. Form a question in your mind, in your own words about what you are about to read and learn.
- R3: Read, Recite and Review.
- Read the assignment.
- Recite in your own words the key points you found in the study materials.
- Review the main points of all that you have read.

The ROSEMARY! (L) Method

Ogbodo (2010) described another reading/study method known as ROSEMARY! (L). This method is most suitable to the study of large materials, the study of difficult materials and preparation for difficult examinations like the Senior Secondary Certificate Examination (SSCE), General Certificate in Education (GCE), etc. It represents:

- **R: Repetition:** That is, read the material over and over again, as many times as you can to make it completely familiar.
- **O: Over-learning:** The repetitive reading and re-reading again and again will lead to over-learning of the material to the extent that if you have to forget any part, that part will be minimal.
- **S: Summarization:** For effective study habit, let your summary be short and straight to the point. Ensure the summary captures the salient points.

- **E: Enumeration:** As a follow-up to the last step, enumerate the major points in a linear manner, the most important coming first. You can write them down so that you will not forget.
- **M: Mnemonics:** Devise mnemonics for important concepts, ideas, principles and formulae. This will facilitate immediate recall and utilization of such ideas, concepts, etc.
- **A: Application:** Apply the material learned so far to yourself, daily situations to given principles, events and situations by talking it out, saying it out and delivering a lecture or talk on it with practical examples.
- **R: Revision:** Revise all you have done up to this stage. A thorough revision will bring everything learnt to memory.
- **Y: Yes:** I know it now! Make use of the methods learnt, applying them to any situation of life to impact ones world.
- **(L): Linkage:** This means you link the materials read to practical daily living to enable you internalise the facts.

Time Management Skills

Time management is setting and following a schedule of study in order to organize and prioritize your studies in the context of competing activities of work, family and so on(Egbochuku,2008). Studies carried out have shown that effective time management practices have a significant influence on secondary school achievement.

Rightful utilization of time is a key to efficient and effective study. Ahmadu as cited in Abdullahi(2008) stated that one of the most important decisions a student will make in college is how to organize and make the most out of his/her study time.

Sarwar, Bashir, Khan and Khan in Awabil (2013) also stated that time management skills are essential for successful students. Their points include the following:

- A key to academic survival and success in the classroom is efficient use of time outside the classroom.
- Time management is a skill that few people master, but it is the one that most people need.
- Developing time management skills is a journey that needs practice and guidance.

Hazard and Nadeau in Awabil (2013) provided some suggestions relating to effective time management. These are stated and described as indicated below:

- Be sure to plan and organise
- Plan for a suitable place to study
- Learn to avoid procrastination

Be sure to plan and organise

Basically, planning here means to set academic goals that the individual intends to meet. The best way to do this is to make schedules. A three-tier time management system for students has been suggested as follows: Creating the term or semester schedule, the weekly schedule and the daily schedule.

Creating a term/semester schedule

A term/semester schedule is a form of calendar that show the weeks' time span covered in a term/semester. Using this calendar, assignment, home works, projects, presentations, midterm

and final examination information should be entered. The next thing the student is supposed to do is to establish deadlines for finishing each one, and enter the dates on his or her calendar. The key is to be specific as possible and generous with his one's time allotments.

Creating a Weekly Schedule

This involves writing in fixed commitments, such as classes, laboratory, and other important activity. The student is then required to list times for life support which include eating, sleeping, grooming and transportation. Next, the individual should tentatively block out large spaces of time for studying. Within those times, he or she should schedule his or her highest priority subjects, when he or she usually feels most alert. This time of the day will vary according to the individual; some people are more alert at night, whereas others do their best work early in the day. Finally, the individual should also create time for recreation and relaxation.

Creating a Daily Schedule

The goals set in the term and weekly schedules are achieved through a daily schedule. Therefore, the student needs to create a daily schedule to enable him or her manage time effectively. The list should be prioritized. The individual should focus on completing his or her priorities first, then ensure crossing off tasks as soon as they are completed and achieved.

Plan for a Suitable Place to Study

It will be more appropriate for students to study in a place that is quiet than in a place that is noisy. The study place should also have adequate light and a comfortable temperature for optimum productivity.

Learn to Avoid Procrastination

Procrastination means putting off important tasks, despite the fact that one has designated them as top priority. To avoid procrastinating on an assignment or any school work for instance, the student should:

- (a) Start immediately by spending some time thinking about the assignment and writing down some ideas;
- (b) Talking with his or her instructor about the topic;
- (c) Spend some time looking for sources of information in the library;

These activities help students get started and break up the tasks into smaller more management pieces.

Kerka (2007) suggested some time management tips, including the following:

- Determine your best time of the day to study and study then.
- Do it now. Fight procrastination. Explore procrastination patterns and break them.
- Set deadlines for yourself.
- Write out your short-term and long-term goals.
- Concentrate on one thing at a time.
- Use television time as a reward, after you have finished studying.
- Plan to take short breaks

- Divide a big assignment into small pieces that can be done one at a time.
- Have a central work list and make a daily “things to do” list.
- Be flexible, when you become bored with certain parts of studying, change topics.
- Learn to discipline yourself and feel good about it.
- Write down all assignments and due dates in your time management book.
- Plan in the morning or the night before the priorities for that day.
- Learn to say “No” to interruptions when you study. Separate study time from play time.
- Give yourself time off and special rewards when you have done important things.
- It helps one to distribute accumulated work load.
- It enables the student to make adequate preparations ahead of his or her class tests, assignments and examination.

Freeman as cited in Abdullahi (2008) mentioned that successful students invariably have a well-designed plans and time table. According to Abdullahi (2008) a time table is a detailed day to day division of time and covers not only study but to some extent the other activities necessary to life.

Guez and Allen in Awabil (2013) have provided some guidelines to enable students prepare and use personal study timetable. Some of these are stated below:

- Relate your personal timetable to the class timetable. If the class timetable indicates that the following day you will learn certain subjects in class, you should schedule your personal study timetable to study at least one of the subjects the day before.
- Schedule your difficult courses more frequently than any other. Do not neglect it in favour of an easier course or one you find more interesting.

- Allow enough time for recreation. When you feel you are not concentrating on study, you can go for a short break, or do work that involves writing rather than reading.
- Go over the daily work before you go to sleep. This revision will refresh your memory.
- Prepare the timetable so that you have enough time to sleep.

Note-taking Methods

Note-taking is very important in learning as it helps the learner to remember what has been thought. Ipaye (2005) argued that effective study behaviour begins with effective methods of taking notes during lectures. Taking notes properly is a very significant part of learning because it helps the student remember information presented in a class or read from a textbook (Taylor & Buku as cited in Awabil,2013). Ipaye (2005) provides some suggestions on taking notes as shown below:

- Be legible enough to be able to read your notes later.
- Take complete notes.
- Use abbreviations that make sense.
- Rewrite or recopy your notes to facilitate understanding and to fill in gaps.
- Do not rely completely on your study materials, use additional sources.
- Write down questions and request for further explanations and make comment.

Ipaye (2005) further described a method used in taking notes called the Cornell

Note taking system. The method has six steps. These are: Record, Reduce (or question), Recite, Reflect, Review, and Recapitulate.

- Record: simply write as many facts and ideas as possible, but do not be tempted to get down everything that is presented by the teacher. After the class, fill in gaps or make incomplete sentences complete.
- Reduce or question: after reading through your notes, the next step is to reduce important facts and ideas to key words or phrases, or to formulate questions based on the facts and ideas. For instance, acronym can be formed to reduce a long statement or sentences.
- Recite: recitation facilitates retention of information. When reciting cover up your notes, while leaving the cue words and questions uncovered. Next, read each key word or question, then recite and state aloud, in your own words, the information.
- Reflect: reflection is pondering or thinking about the information you have learned. Reflecting is a step beyond note content. It reinforces deeper learning by relating of facts and ideas to other learning and knowledge.
- Review: review and recite your notes frequently in order to prevent forgetting. A good guideline to follow is to review your notes nightly or several times during the week by reciting, not rereading. This will bring about complete comprehension and retention than will cramming the day before a test.
- Recapitulate: recapitulation or summary of your notes goes at the bottom of the note page in the two-inch block column. Taking a few minutes after you have reduced, recited and reflected to summarise the facts and ideas in your notes will help you integrate your information. The summary should not be a word-for-word rewriting of your notes. The summary should be in your own words and reflect the main points you want to remember from your notes.

Taylor and Buku in Awabil (2013) also added some methods. These include the following:

- Patterning notes: arranging notes in a way that it gives a pattern. That is, bringing together cluster of ideas, concepts, principles and key words on segments of the topic.
- Paraphrasing: taking the materials paragraph by paragraph and presenting them in your own words to bring out only the major ideas.
- Summarising: writing a brief or short version, in your own words, of whatever materials have been read or given.

Kagu (2001) also gave some suggestions. These are:

- Notes can be made easier by using well-known abbreviations.
- Listen carefully and record main points.
- Start each topic on a new sheet.

Review notes for corrections and understanding.

Consultation/Help-Seeking Strategies

Another name given to consultation is help-seeking. Aleven, McLaren, Roll and Koedinger (2006) defined help-seeking as the ability to solicit help from a teacher, textbooks, internet, peers or colleagues when the need arises. Consultation is basically seeking help from another person so as to fully understand some materials or information. They identified a model of help-seeking which has the following steps:

1. Become aware of a need to look for help.
2. Decide to seek help.
3. Identify potential helper(s).
4. Use strategies to elicit help.

5. Evaluate help seeking episode.

Aleven et al (2006) gave the following explanation on help-seeking model. The student must first become aware that he or she needs help. This can be done by self-assessment of progress or skill. In the second step the student must consider all available information and decide whether to seek help. This decision may involve a range of factors besides self-assessment of progress or skill, such as threats to self-esteem, fear of embarrassment, and reluctance to be indebted to the helper. In the third step, the learner must find a suitable helper. This suitable helper could be a teacher, classmate or a friend. Ohene (2010) stated that students can turn to others for assistance. Someone's area of weakness may be another's area of strength. In step four; the student must decide how to request help, based on his or her knowledge and skills of discourse. Essentially, the request must match the task demands. In the end, the student reflects upon the help seeking event to decide if it was helpful and to determine whether further help is required.

Taplin et.al in Awabil (2013) opined that an important aspect of help-seeking behaviour is forming and use of study group. The senior secondary students may make use of study groups so as to enhance their learning. This will be very helpful especially those preparing for West Africa Senior Secondary Certificate Examination (WASSCE) and National Examination Council (NECO). According to Ohene (2010) study group should comprise a maximum of five people and a minimum of three. Ipaye (2005) added that members of the group can come together regularly to study discuss and carry out assignments and projects.

Few merits of study groups were listed by Hazard and Nadeau in Awabil (2013) as shown below:

- Simply discussing source materials with others, as opposed to memorising, is a great way to learn new concepts and practice applying new analytical methods.
- Study groups have the benefits of multiple students' perspectives on classroom set of notes through the efforts of the group.

Ipaye (2005) also added that Group study affords you the opportunity to assess your colleagues, know their areas of strength and compare your ability with theirs. Thus, identifying those who are stronger than you are academically and who can help you answer difficult questions when you are faced with such.

For a study group to bring out good proceeds, group members should agree on some rules to be followed. Such entails Information about length, frequency, location and the structure of the meeting (Hazard and Nadeau as cited in Awabil, 2013). The group might decide that each meeting will be a review of the readings and lectures for the week. Each topics and sub-topics can be discussed so that everyone can have a thorough understanding of them (Hazard & Nadeau in Awabil, 2013).

However a leader can be appointed for the group. Johnson in Awabil (2013) noted that from time to time the leader will summarise what has been said and sometimes talk about how various contributions are interrelated to the topic, may offer additional information or insights about what has been said and try to see that every member of the group participates in the discussion.

Library Use Skills/Strategies

Libraries are valuable source of books, journals, periodicals and articles for research and learning. Modern libraries also have internet facilities to enable users' access materials electronically. The importance of libraries cannot be over-emphasised. Egbule (2009) suggested that students should cultivate the habit of reading in the library as much as possible because of the availability of reference books, in addition to its quietness and fewer distracting influences. Similarly, Ohene (2010) indicated that libraries provide students with up-to-date books, magazines, periodicals and other sources of materials on many subjects. The availability of these resources help students writes good assignments.

Johnson in Awabil (2013) outlined some strategies to assist students in making use of libraries.

These are stated below:

- Study the plan of the library and leaflets that are available.
- Take advantage of any guided tours of the library offered by library staff.
- Ask the librarians for help when the need arises.
- Enter and walk around the library yourself and get an idea of where materials are located.

Concentration Strategies/Skills

Kagu (2001) states that many students have difficulty in concentrating during

hours of study. He cited some concentration strategies suggested by Brass, including the following:

- Starting each study session on time.
- Study in a quiet place.
- Maintaining good sitting posture during long periods of active study.
- Making sure that there is sufficient ventilation and brightness.
- Taking short breaks from time to time.

Similarly, Ipaye (2005) identified the following as effective concentration skills during hours of study.

- Get the materials to study ready at hand before you start studying. Examples are your books, pens and pencils. The aim is to avoid distractions.
- Make sure you have a chair on which to sit and a table on which to place your study materials for reading and writing.

- Avoid lying down to read, you will soon fall asleep no matter how determined you could be.
- Maintain good health at all times.

2.4 Study Skills Training

Study skills training is the process of providing coordinated teaching on skills to be use in studying. These teaching are in sessions. The sessions will bring about a student identifying the skill he/she wished to use.

Study skills' training also involves teaching how to gain greater access to learning materials and developing better study skills which will help in reducing poor study habits. The Elementary and Middle Schools Technical Assistance Centre (EMSTAC) cited by Kerka (2007) opined that study skills training involve teaching students to utilize a process of thinking, usually in steps. It requires students to recognize, recall and execute the particular steps in the study skills or strategy. The training is done by giving tutorials in steps or session to the learners which will assist them in their study.

During the training, the student will learn about time management and its value, and teaching on making time table (schedule) for studying, home works and assignment, note taking and forming special notes when need arises.

Gettinger and seibert in Awabil (2013) have indicated that effective study skills promote academic excellence. They are of the view that study skills training/instruction is of immense importance to the students in numerous ways. Students become more efficient, thoughtful and independent learners. Likewise, even students who develop study skill on their own can learn to study more effectively and efficiently through training.

The training also teaches students how to comprehend the points when reading. They are taught on how to scan and understand the meaning, ask questions and answer appropriately.

The students are taught to review, recite and recall what has been studied. The training will also help learners prepare for their examinations and suitable ways of tackling a question.

Success in all academic content areas is often associated with good study skills. Whereas some students develop effective ways to study on their own, the majority of students will not develop such without coordinated and articulated training and regular practice.

It is pertinent to note that educational researchers have found out that for students to be successful in class room, effective method or techniques must be used while learning. Hence, study skill training is taught to students so as to equip and help them to:

- Feel competent and confident about their ability to learn.
- Acquire the ability to learn how to learn.
- Prepare for life-long learning not just academic learning. Specific skills such as organizing, listening and retaining information can be applied in a variety of settings like in business/enterprising, one's job or career field. It is very important for teachers and counselor to create awareness to the students on the different types of study skills and their benefits (Kerka, 2007). Study skills training if properly delivered to the students add tremendously to their academic performance.

2.5 Theoretical Framework

2.5.1 Learning Theory

Theories of learning related to education and classroom practice offers different occasion of how people learn. One of the root causes of this variation in theory is due to the fact that each theory presents its own definition of learning. However, what unites these theories is their aim to provide a guide to strong teaching practice that will lead to an improvement in the knowledge of learners (sotto, 2007).

Each learner has individual needs and slightly different ways of learning and because of this individuality, there will come a time when learning theories fail to enhance any sort of learning (sotto, 2007). This suggests that for there to be an effective use made of theories of learning they should be used simultaneously drawing on the benefits and overcoming the limitations of each (sotto, 2007).

Burns (1995) viewed learning as a relatively permanent change in behavior with behavior including both observable activity and internal processes such as thinking, attitudes and emotions. Burns considers that learning might not manifest itself in observable behaviour until sometime after the educational program has taken place.

2.5.2 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

Facilitative teachers are:

- Less protective of their constructs and beliefs than other teachers
- More able to listen to learners, especially to their feelings
- Inclined to pay as much attention to their relationship with learners as to the content of the course
- Apt to accept feedback, both positive and negative and to use it as constructive insight into themselves and their behaviour

Learners:

- are encouraged to take responsibility for their own learning
- provide much of the input for the learning which occurs through their insights and experiences
- are encouraged to consider that the most valuable evaluation is self-evaluation and that

learning needs to focus on factors that contribute to solving significant problems or achieving Significant results.

2.5.3 Reinforcement theory

This theory was developed by the behaviourist school of psychology, notably by B.F. Skinner (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 a behavior 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 behaviour because a negative condition is introduced or experienced as a consequence of the behaviour and teaches the individual not to repeat the behavior which was negatively reinforced. Punishment creates a set of conditions which are designed to eliminate behaviour (Burns, 1995). Laird (1985) 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. The criticism of this approach is that it is rigid and mechanical.

2.5.4 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.

2.5.5 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.

2.5.6 Experiential learning

Kolb proposed a four-stage learning process with a model that is often referred to in describing experiential learning. The process can begin at any of the stages and is continuous, that is 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.

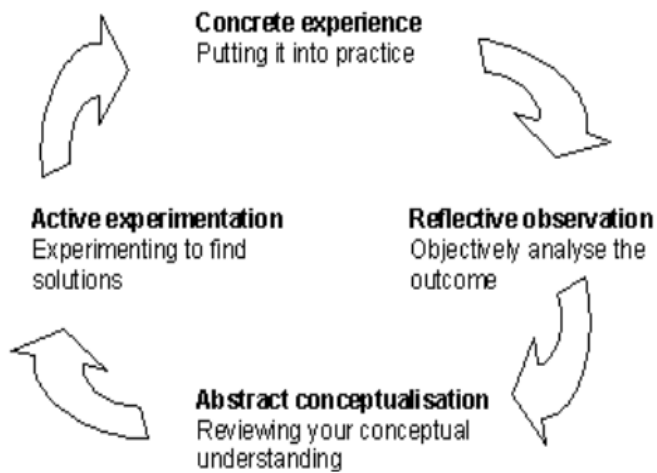


Figure 2.1: Kolb's experiential learning cycle (McGill & Beaty, 1995)

Kolb's research found that people learn in four ways with the likelihood of developing one mode of learning more than another. As shown in his experiential learning cycle' model above, learning is through:

- Concrete experience
- Observation and reflection
- Abstract conceptualization
- Active experimentation.

2.5.7 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 effective.

2.6 Empirical Studies

Alabi (2003) studied “The Relationship between Study Habits and Attitudes of Secondary School Students towards Examination Malpractice in Kwara State. The design he used for the study was ex-post factor and a sample of four hundred (400) students. He developed two instruments which he used for the study. Student study habits questionnaire (SSHQ) and students attitudes toward examination malpractice questionnaire (SATEMQ). The findings revealed that there was no significant relationship between students study habits and their attitudes towards examination malpractice.

Makarfi (2002) carried out a study on “The Effect of Subject Study Procedure Counselling on The Academic Performance of Secondary School in Zaria Metropolis. The design used was pre-test-post-test control group design. The study revealed that there were significant differences between the control and the experimental groups in their post-test mean scores of all the research variables. This study showed that subject study behaviour program was effective in improving students’ performance in English and Mathematics in the schools studied.

Kagu (2004) conducted an investigation on the Effect of Group counselling on the Learning and Remembering strategies of Diploma students in university of Maiduguri which he used experimental and control group. A sample of (240) two hundred and forty was selected. The experimental group was exposed to study skills training on learning and remembering strategies for four weeks while the control group was given placebo treatment for the same time. Mean, standard deviation and two way analyses variance (ANOVA) was used to analyzed the data. The result revealed that the experimental group acquired significant learning and remembering skills on the other hand, the control group did not do the same.

Pressey in Abdullahi (2008) conducted a study showed that college students who were having difficulty and were given instruction in study skills were much more likely to pass their

examinations than similar students who received no help. The finding revealed that students need to be guided to more effective study approach both at secondary, remedial and tertiary level in order to overcome study behavior problem.

Durul (2001) conducted a study on the Academic Need Achievement and study behavior problems of remedial students of Ahmadu Bello University, Zaria. A sample of 200 (two hundred) students were randomly selected for the study. The finding revealed that there is no significant relationship between academic need achievement and study behaviour problems. One of the recommendations made was that students need to improve in tackling of assignments and home-work, reading and note-taking, time allocation etc as it will improve their academic performance.

Adisa (2007) carried out a study on the effectiveness of Group Guidance and Bibliotherapy Techniques in reducing study behaviour problem among undergraduates of Ahmadu Bello University, Zaria. He had six objectives, seven research questions and four null hypotheses. He used pre-test post-test control group design and a sample of (336) three hundred and thirty six students. The Self Assessment Study Inventory (SASI) by Kolo (2002) was used. The finding showed that group guidance and bibliotherapy were able to reduce students' behavior problems and enhance their academic performance.

Akafa (2011) carried out study on "Effectiveness of study skills counselling in reducing study behaviour problems of secondary school students in Kaduna State". She had four objectives and four null hypotheses. The pre-test post-test control design was used for the study. A sample of (100) one hundred students were selected which was divided into experimental and control groups. The Self Assessment Study Inventory (SASI) by Kolo (2007) was used. Data collected were analysed by descriptive and inferential statistic. The main findings showed that the study skills counselling was effective in reducing study behaviour problems in the area aimed. One of

the recommendations was that study skills counselling should be organized for students of secondary schools on regular bases by Counsellors just like career days are often organized.

2.7 Summary

This chapter reviewed the literature of others. The key topics reviewed are concept of studying, concept of study habits, poor study habits; effective study habits, study skills which include broad and specific category of study skills. The specific study skills relevant to this study include reading, time management, note-taking, consultation and concentration strategies. Likewise, study skills training was discussed which reveals that it is imperative to study on how to reduce poor study habit using the training program. Furthermore, theories of learning were discussed which include facilitative theory, cognitive-gestalt approach, sensory stimulation theory, reinforcement theory, holistic learning theory and experiential learning theory. Carl Rogers' concept of facilitative learning stressed on presence of facilitator and a learner before learning can take place, Cognitive-gestalt stressed the importance experience, meaning, problem-solving and development of insights. Sensory stimulation emphasized on stimulation of senses, reinforcement theory dwell on behaviour been a function of its consequences due to reward and punishment. Holistic emphasized on activation of individual's personality which includes intellect, emotions, body impulse (desire), intuition and imagination while experiential learning focuses on four-stages; the concrete experience, reflective observation, abstract conceptualization and active experimentation. Hence, all these factors need to interact for poor habit to be modified. From the works reviewed, Alabi (2003), Makarfi (2002), Kagu (2004), Kehinde (2011), Durul (2001), Awabil (2013), Akafa (2011) conducted experimental research relating to poor study habit, it was found that there were significant differences between the experimental group and the control group. That is to say that the experiment group acquired a significant learning and remembering skills while the control group did not. The findings from

this studies would try to bridge the gap in studies on poor study habits in Fagge local Government Area of Kano State.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the full description of the methodology used by the researcher.

These include the research design, population, sample and sampling procedure,

instrumentation, scoring of the instrument, validity and reliability of the instrument, procedures for data collection, and data analysis.

3.2 Research Design

This study adopts quasi-experimental design involving pre-test, post-test control group design which includes the experimental and control groups. According to Kolo (2003), quasi-experimental design involves the manipulation of one or more independent variables, but there is no random assignment of subjects to conditions. The reason for the choice of this design is to find out how effective the program planned is and it has control for most threats to internal validity. Likewise, it brings about the possibility of comparisons between groups.

The conceptual model of the design looks like this:

$O_1 \quad X \quad O_2$

$O_3 \quad \quad O_4$

Where

O_1 and O_3 stands for observation before commencement of the experiment (pre-test).

O_2 and O_4 stands for observation after the experiment or treatment (post-test).

X stands for treatment.

The researcher adopts the pre-test and post-test design because it controls most of the threats to internal validity.

3.3 Population of the Study

The population of this study comprises of all students in Government Senior Secondary (SS II) students of Fagge local government Area of Kano State. Kano state has 44 local governments

with 70,947 students. They are divided into 14 zonal education offices. Fagge falls under Nassarawa zonal education office. The population of SS II in 2013/2014 is 5,555. Fagge local government has a total of 18 senior secondary schools out of which six (6) belong to the girls and (12) twelve to the boys. (Kano State Senior Secondary School Management Board, Department of Planning and Statistics).

3.4 Sample and Sampling Technique

To get the sample schools, the researcher used purposive random sampling in the 18 (eighteen) senior secondary schools in Fagge local government. This is because it will increase credibility of the study (Cohen & Crabtree, 2006). Thus, four schools were selected and then grouped into two. The first two are Army day (boys) secondary school, Bukavu, and Army day (girls) secondary school, Bukavu which was used as the experimental school while the second schools are Government (boys) secondary School, Maikwatashi and Government Girls secondary School, Maikwatashi was used as the control school. Out of the total figure of SS II students, one hundred (100) students were selected out of the population as sample comprising both male and female students.

The respondents are within the age of 15-21 years from SS II. The researcher decided to use SS II students because they stand a better chance of correcting their study habits before the commencement of West Africa Senior Secondary Certificate Examination (WASSCE) and National Examination Council (NECO). Also, they are among the public schools well established in the metropolis.

The second stage of the sampling procedure involved the administration of pre-test to all the SS II students of both schools. A total of 50 students were selected in the experimental school while 50 were selected in the control school based on the scores obtained after the pre-test. To identify students having poor study habits, the pre-test was scored and any one that scored 151

below out of 225 allotted to the instrument is considered as a student with 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 in school.

3.5 Instrumentation

The instrument used for this study was (SHI) study habit inventory developed by Bakare (1977).

The inventory contains 45 questions which are expected to be answered by the students on a five-point scale as indicated in Appendix 1. The first section of the inventory contained demographic information such as name, sex, age and class. The questions are divided in eight sub-headings as shown below:

1. Home-work and assignment
2. Time allocation
3. Reading and note taking
4. Study period procedure
5. Concentration
6. Written work
7. Examination
8. Teacher Consultation

3.6 Scoring of the Instrument

The scoring of the SHI is based on the promise 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 received high scores while the undesirable ones

received low scores. The SHI is scored in comprehensive form. There are 45 items and 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 total scores were entered into a table which indicated sections, scores and equivalent stanine. The higher the stanine the better the study habit of the respondent and those with low stanine are those with poor or defective study habits. The stanine are ranged from 1-9, from 5 and above are considered as good or effective study habits. Each section from A-H has its pass mark and equivalent stanine. For instance in section A, the total score of 22-23 with equivalent of 5 is considered as good while from 24-25 with equivalent stanine of 6 is better. In section B, 21-23 with equivalent of 5 is considered as good study habit. On the overall, the total scores of 152 and above is considered as good study habits. Respondents who scored 151 and below were selected for the study. The highest score is 225 and the lowest score is 80. On the entire SHI, the greater the scores, the better the study habits and vice-versa.

3.7 Validity of the Instrument

Construct validity have been established for the Study Habit Inventory (SHI). This showed 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 for the fact that it is able to distinguish between groups that are known to differ on the construct measured by the inventory.

3.8 Reliability of the Instrument

The test –retest reliability of the study habit inventory was established by administering to a group of students ($N=58$, 30 boys, 28 girls – Age: $x = 11.73$ years) with a time interval of three weeks. The test re-tests reliability was .83. $P<.05$. In another study, the study habit inventory was

administered twice to a fresh group of students (N=36, 22 boys and 14 girls; Age \bar{x} =14, 17 years. S.D=2.13 years) with a time interval of six weeks. The test – retest reliability was 64, P.05.

3.9 Procedure for Data Collection

The researcher collected an introductory letter from the department for onward submission to Kano state senior secondary schools management board. The researcher was further sent to Nassarawa zonal education office where another introductory letter was issued for submission to the school principals of the selected schools before permission was granted. The procedures for administering the instruments to the respondents are carried out in stages.

Stage one

The researcher sought permission from the school authority to use their students and a lesson period twice a week for the period of eight weeks in the experimental schools which are Army day secondary school,(Boys and girls) Bukavu. The program scheduled for the experimental school is study skills training program as indicated in Appendix 11.In each of the schools the researcher familiarized with the career masters/Guidance Counsellors of the school. They were of great assistance and support.

Stage two

At this stage both the experimental group and the control group were given the instrument to respond to as pre-test. The pre-test of the two groups indicated no significant difference. The results indicated equal level of poor study habit among the students. Secondly, the schools are government owned schools with similar attributes. That is to say, they have the same category of students, manner of operation, teachers and counsellors alike. Thirdly, the schools are both located in the metropolis

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, examination and teachers consultation. The students were allowed to ask question at intervals. The post-test was re-administered to the experimental and the control group. The results are analyzed and shown in chapter four.

3.10 Data Analysis

The researcher used two methods for the data analysis. These are descriptive and inferential statistics. For descriptive statistics, percentages were used to analyze personal data. Mean scores and standard deviations were used to answer the basic research questions. On the other hand, inferential statistics, t-test was used to analyze the hypotheses. This is due to the fact that percentage statistics is appropriate for data based on frequency count, while statisticians accept the use of t-test to test significance differences between two variables and two groups whether they are independent or dependent. To reject or to accept the null hypothesis, an alpha (α) level of 0.05 was selected.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the data analysis including its discussion of results. The study investigates the effect of study skills training on poor study habits of senior secondary school students in Fagge local government area of Kano state using the study habits inventory (SHI). The first section of this chapter presents demographic variables of the respondents in frequencies and percentages. The second section answers the five research questions using mean and standard deviations. The third section presents and interprets the five null hypotheses by means of inferential statistical techniques of Independent t test statistics. All hypotheses are being tested

at 0.05 alpha level of significance, the fourth section outlined the major findings of the study and the last section discussed the findings of the study in detail.

4.2 Data Presentation

A total of one hundred (100) students made up of fifty (50) from the experimental group and fifty (50) from the control group were used in the experiment. Frequency and percentage of students involved in this study in both groups are indicated in the table below.

Table 4.2.1 Distribution of respondents by sex

Sex of experimental group respondents	Frequency	Percent
male	25	50.0
female	25	50.0
Total	50	100.0

Sex of Control group respondents	Frequency	Percent
male	25	50.0
female	25	50.0
Total	50	100.0

According to the tables above (experimental and control group) each have 50 students in the experiment, with each having 25 or 50.0% of male and 25 or 50.0% of females respectively. This implies that equal numbers of male and female students were used in both groups.

Table 4.2.2 Distribution of Age group by respondents

Experimental age group	Frequency	Percent
11-15	11	22.0
16-20	35	70.0
Over 20 years	4	8.0
Total	50	100.0

The table above revealed the Experimental students age group classification. As the table shows 11 or 22% of them are between 11-15 years as against 35 or 70.0% whose ages range from 16-20 years and the rest 4 or 8.0% are from age 20 years and above. This implies that majority of the students are aged between 16 – 20 years.

Control age group	Frequency	Percent
11-15	7	14.0
16-20	39	78.0
over 20 years	4	8.0
Total	50	100.0

The table above revealed the age group classification for the control group. As the table shows, 7 or 14.0% of them are between 11-15 years as against 39 or 78.0% whose ages range from 16-20 years and the rest 4 or 8.0% are from age 20 years and above. This implies that majority of the students are aged between 16 – 20 years

4.3 Research questions

Research question 1:

What is the effect of study skills training on poor study habit of secondary school students in Fagge local government area of Kano state?

Table 4.3.1: Mean scores of students in Fagge local government area of Kano state

Variable	Groups	N	Mean	std.dev
Study skill training	Experimental	50	178.1400	16.3170
	Control	50	128.2600	12.2070

Note: an increase in mean score indicates reduction in poor study habits.

Table shows that, treatment group had mean score of 178.1400 and the control group had mean score of 128.2600, while the treatment group had the standard deviation of 16.3170 and the control group had the standard deviation of 12.2070. This table shows that; students who were exposed to treatment had higher mean scores (178.14) while those who were not exposed to it had lower mean scores (128.26) indicating that; students exposed to study skills training

had their poor study habits reduced than those not exposed to the treatment in Fagge local government area of Kano state

Research question 2:

What is the effect of study skills training among the treatment and control group on home work and assignment?

Table 4.3.2: Mean scores of respondents on the basis of home-work and assignment

Variable	Groups	N	Mean	std.dev
Home-work and assignment	Experimental	50	20.3400	4.46579
	Control	50	17.0600	2.39395

Note: an increase in mean score indicates reduction in poor study habits.

Table 4.3.2 reveals that; treatment group had mean score of 20.3400 and standard deviation of 4.46579 on home work and assignment. While on the other hand, the control group had mean score of 17.0600 and standard deviation of 2.39395. This table shows that; students who were exposed to treatment on home work and assignment had higher mean scores (20.3400) while those who were not exposed to it had lower mean scores (17.0600) indicating that; students exposed to study skills training had their poor study habits reduced than those not exposed to the treatment on the basis of homework and assignment.

Research question 3:

What is the effect of study skills training among the treatment and control group on Time allocation, reading and note taking and study period procedures?

Table 4.3.3 Mean scores of students on the basis of Time allocation, reading and note taking and study period procedures

Variable	Groups	N	Mean	std.dev
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Time allocation, reading and note taking and study period procedures	Experimental	50	92.6600	9.87185
	Control	50	67.2800	8.17922

Note: an increase in mean score indicates reduction in poor study habits.

Table 4.3.3 shows that; treatment group had mean score of 92.6600 and the control group had mean score of 67.2800 while the treatment group had the standard deviation of 9.87185 and the control group had the standard deviation of 8.17922. From the table above, it shows that; students who were exposed to treatment had higher mean scores (92.66) while those who were not exposed to it had lower mean scores (67.28) indicating that; students who were exposed to study skills training on the basis of time allocation, reading and note taking and study period procedures had their poor study habits reduced than those not exposed to the treatment.

Research question 4:

What is the effect of study skills training among the treatment and control group on Concentrations, written work, examinations and teacher consultation?

Table 4.3.4: Mean scores of students on the basis of Concentration, written work, examinations and teacher consultation

Variable	Groups	N	Mean	std.dev
Concentration, written work, examinations and teacher consultation	Experimental	50	65.1400	5.98982
	Control	50	43.9200	5.55066

Note: an increase in mean score indicates reduction in poor study habits.

Table 4.3.4 reveals that; treatment group had mean score of 65.1400 and standard deviation of 5.98982 on the basis of concentrations, written work, examinations and teacher consultation. While on the other hand, the control group had mean score of 43.9200 and standard deviation

of 5.55066. This table shows that; students who were exposed to treatment had higher mean scores (65.14) while those who were not exposed to it had lower mean scores (43.92) indicating that; students exposed to study skills training had their poor study habits reduced than those not exposed to the treatment on the basis of concentrations, written work, examinations and teacher consultation.

Research question 5

What is the effect of study skills training on male and female respondents in the experimental group?

Table 4.3.5: Mean scores of male and female respondents in the experimental group

Gender	N	Mean	std.dev
Male	25	188.8400	9.4325
Female	25	167.4400	14.7000

Note: an increase in mean score indicates reduction in poor study habits.

Table 4.3.5 shows that male respondents had mean score of 188.8400 and standard deviation of 9.4325 while their female counterparts had mean score of 167.4400 and standard deviation of 14.7000. The mean scores of the male and female involved in the experiment are presented in the table along-side their standard deviations. The difference is significant meaning that the male respondents had gain more than the female in the treatment. That is to say that the male respondents experience more reduction on poor study habits than the female.

4.4 Testing of Hypotheses.

Hypothesis One: There is no significant effect of the study skills training on poor study habit between secondary school students in the experimental and control group.

Table 4.4.1: Independent t test between respondents in the experimental and the control group.

Variable	Groups	N	Mean	std.dev	std.err	Df	T	Sig (p)

							Calculated	
Poor Study Habits	experimental	50	178.1400	16.3170	2.30758	98	17.308	0.000
	Control	50	128.2600	12.2070	1.72634			

Calculated $p < 0.05$, calculated $t > 1.96$ at $df 98$

Table 4.4.1 above shows that the calculated t-value is 17.308 and the calculated p-value is 0.000. The result of this table shows that, significant difference exist between the treatment group and the control in their levels of poor study habits ($t=17.308$, $p= .000$). This is because; calculated p-value of 0.000 is less than 0.05 alpha level of significance, while calculated t-value is 17.308 at degree of freedom of 98, confirming a significant difference. Moreover, their mean score on poor study habits levels were 178.1400 and 128.2600 by treatment group and control group respectively. This implies that the treatment group has reduction in poor study habits as a result of the exposure to study skills training programme. Therefore, the null hypothesis which states that; there is no significant effect of the study skills training on poor study habit between secondary school students in the experimental and control group is hereby rejected.

Hypothesis Two: There is no significant effect of the study skills training on poor study habit between the treatment and control group on homework and assignment.

Table 4.4.2: Independent t test between the treatment and control group on homework and assignment

Variable	Groups	N	Mean	std.dev	std.err	Df	T	Sig (p)

							Calculated	
homework and assignment	Experimental	50	20.3400	4.46579	.63156	98	4.577	0.000
	Control	50	17.0600	2.39395	.33856			

Calculated $p < 0.05$, calculated $t > 1.96$ at $df 98$

Table 4.4.2 above revealed that the calculated t-value is 4.577 and the calculated p-value is 0.000. The result of this table shows that, significant difference exist between the treatment group and the control on the basis of home work and assignment ($t=4.577$, $p= 0.000$). This is because; calculated p-value of 0.000 is less than 0.05 alpha level of significance, while calculated t-value is 4.577 at degree of freedom of 98. This implies that the treatment group has reduction in poor study habits in the aspect of home work and assignment as a result of the exposure to study skills training programme. Therefore, the null hypothesis which states that; there is no significant effect of the study skills training on poor study habit between the treatment and control group on home work and assignment, is hereby rejected.

Hypothesis Three: There is no significant effect of the study skills training on poor study habit between the treatment and control group on Time allocation, reading and note taking and study period procedures.

Table 4.4.3: Independent t test between the treatment and control group on Time allocation, reading and note taking and study period procedures.

Variable	Groups	N	Mean	std.dev	std.err	Df	T Calculated	Sig (p)
Time allocation, reading and note taking and study period procedures	Experimental	50	92.6600	9.87185	1.39609	98	13.999	0.000
	Control	50	67.2800	8.17922	1.15672			

Calculated $p < 0.05$, calculated $t > 1.96$ at df 98

Table 4.4.3 above revealed that the calculated t-value is 13.999 and the calculated p-value is 0.000. The above table revealed that, there is significant difference on poor study habits between secondary school students exposed to study skills training and control group on aspect of time allocation, reading and note taking and study period procedures. This is due to the fact that the calculated p-value of 0.000 is less than the 0.05 alpha value level of significance as the t-calculated value is 13.99 at degree of freedom of 98, ($t=13.99$, $p=0.00$). Therefore, the null hypothesis which states that there is no significant effect of the study skills training on poor study habit between the treatment and control group on time allocation, reading note taking and study period procedures is hereby rejected.

Hypothesis Three (b): There is no significant effect of the study skills training on poor study habit between the treatment and the control group on Time allocation.

Table 4.4.3 (b): Independent t test between the treatment and control group on Time allocation

Variable	Groups	N	Mean	std.dev	std.err	Df	T Calculated	Sig (p)
Time allocation	Experimental	50	23.8600	4.84035	.68453	98	7.369	0.000
	Control	50	17.7400	3.32468	.47018			

Calculated $p < 0.05$, calculated $t > 1.96$ at df 98

A look at table 4.4.3(b) shows that the calculated t-value is 7.369 and the calculated p-value is 0.000. The result of this table revealed that significant difference exist between the treatment group and the control in their levels of poor study habits on the aspect of time allocation (t=7.369, p= 0.000). This is because; calculated p-value of 0.000 is less than the 0.05 alpha value level of significance, while calculated t-value is 7.369 at degree of freedom of 98. This implies that the treatment group had reduction in poor study habits as a result of the exposure to study skills training programme. Therefore, the null hypothesis which states that; there is no significant effect of the study skills training on poor study habit between the treatment and control group on time allocation is hereby rejected.

Hypothesis Three (c): There is no significant effect of the study skills training on poor study habit between the treatment and control group on reading and note taking.

Table 4.4.3(c): Independent t test between the treatment and control group on reading and note taking.

Variable	Groups	N	Mean	std.dev	std.err	Df	T Calculated	Sig (p)
reading and note taking	experimental	50	37.4000	4.84031	.68452	98	12.096	0.000
	control	50	26.0800	4.51230	.63814			

Calculated p < 0.05, calculated t > 1.96 at df 98

The result of the t-test analysis as indicated in table 4.4.3(c) above shows that the calculated t-value is 12.096 and the calculated p-value is 0.000. The result of this table revealed that, significant difference exist between the treatment group and the control in their levels of poor study habits on the aspect of reading and note taking (t=12.096, p= 0.000). This is because; calculated p-value of 0.000 is less than the 0.05 alpha value level of significance, while calculated t-value is 12.096 at degree of freedom of 98. Implying that the treatment group has reduction in poor study habits as a result of the exposure to study skills training programme. Therefore, the

null hypothesis which states that there is no significant effect of the study skills training on poor study habits between the treatment and control group on reading and note taking, is hereby rejected.

Hypothesis Three (d): There is no significant effect of the study skills training on poor study habit between the treatment and control group on Study period Procedures.

Table 4.4.3 (d): Independent t test between the treatment and control group on Study period Procedures

Variable	Groups	N	Mean	std.dev	std.err	Df	T Calculated	Sig (p)
Study period Procedures	experimental	50	31.4000	3.68671	.52138	98	11.597	0.000
	control	50	23.4600	3.13772	.44374			

Calculated $p < 0.05$, calculated $t > 1.96$ at df 98

Table 4.4.3(d) above revealed that the calculated t-value is 11.597 and the calculated p-value is 0.000. The result of this table shows that, significant difference exist between the treatment and the control group in their levels of poor study habits on the aspect of study period procedures ($t=11.597$, $p= 0.000$). This is because; calculated p-value of 0.000 is less than the 0.05 alpha value level of significance, while calculated t-value is 11.597 at degree of freedom of 98. This means that the treatment group has reduction in poor study habits as a result of the exposure to study skills training programme. Therefore, the null hypothesis which states that there is no significant effect of the study skills training on poor study habit between the treatment and control group on study period procedures is hereby rejected.

Hypothesis Four (a): There is no significant effect of the study skills training on poor study habit between the treatment and control group on concentration, written work, examinations and teacher consultation.

Table 4.4.4(a): Independent t test between the treatment and control group on Concentration, written work examination and teacher consultation.

Variable	Groups	N	Mean	std.dev	std.err	Df	T Calculated	Sig (p)
Concentration, written work, examination and teacher consultation	Experimental	50	65.1400	5.98982	.84709	98	18.374	0.000
	Control	50	43.9200	5.55066	.78498			

Calculated p < 0.05, calculated t >1.96 at df 98

Table 4.4.4(a) above shows that the calculated t-value is 18.374 and the calculated p-value is 0.000. The result of this table revealed that, significant difference exist between the treatment and the control group in their levels of poor study habits on the aspect of concentration, written work examination and teacher consultation (t=18.374, p= 0.000). This is because; calculated p-value of 0.000 is less than the 0.05 alpha value level of significance, while calculated t-value is 18.374 at degree of freedom of 98. This implies that the treatment group has reduction in poor study habits as a result of the exposure to study skills training programme. Therefore, the null hypothesis which states there is no significant effect of the study skills training on poor study habits between the treatment and control group on concentration, written work examination and teacher consultation is hereby rejected.

Hypothesis Four (b): There is no significant effect of the study skills training on poor study habit between the treatment and control group on concentration.

Table 4.4.4(b):Independent t test between the treatment and control group on concentration.

Variable	Groups	N	Mean	std.dev	std.err	Df	T Calculated	Sig (p)
concentration	experimental	50	11.8400	2.83822	.40139	98	8.253	0.000
	Control	50	7.6000	2.26779	.32071			

Calculated $p < 0.05$, calculated $t > 1.96$ at df 98

Table 4.4.4(b) above showed that the calculated t-value is 8.253 and the calculated p-value is 0.000. The result of this table shows that, significant difference exist between the treatment and the control group in their levels of poor study habits on the aspect of concentration ($t=8.253$, $p=0.000$). This is because; calculated p-value of 0.000 is less than 0.05 alpha level of significance, while calculated t-value is 8.253 at degree of freedom of 98. This implies that the treatment group has reduction in poor study habits as a result of the exposure to study skills training programme. Therefore, the null hypothesis which states that there is no significant effect of the study skills training on poor study habit between the treatment and control group on concentration is hereby rejected.

Hypothesis Four (c): There is no significant effect of the study skills training on poor study habit between the treatment and control group on written work.

Table 4.4.4 (c): Independent t test between the treatment and control group on written work.

Variable	Groups	N	Mean	std.dev	std.err	Df	T Calculated	Sig (p)
Written work	Experimental	50	12.3600	1.54867	.21901			

	Control	50	9.7400	3.93213	.55609	98	4.384	0.000
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Calculated $p < 0.05$, calculated $t > 1.96$ at df 98

Table 4.4.3(c) above revealed that the calculated t-value is 4.384 and the calculated p-value is 0.000. The result of this table shows that, significant difference exist between the treatment group and the control in their levels of poor study habits on the aspect of written work ($t=4.384$, $p= 0.000$). This is because; calculated p-value of 0.000 is less than 0.05 alpha level of significance, while calculated t-value is 4.384 at degree of freedom of 98. Implying that the treatment group has reduction in poor study habits as a result of the exposure to study skills training programme. Therefore, the null hypothesis which states there is no significant effect of the study skills training on poor study habit between the treatment and control group on written-work is hereby rejected.

Hypothesis Four (d): There is no significant effect of the study skills training on poor study habits between the treatment and control group on Examinations.

Table 4.4.4 (d): Independent t test between the treatment and control group on Examinations

Variable	Groups	N	Mean	std.dev	std.err	Df	T Calculated	Sig (p)
Examinations	Experimental	50	31.4400	3.82878	.54147	98	16.321	0.000
	Control	50	20.8800	2.50420	.35415			

Calculated $p < 0.05$, calculated $t > 1.96$ at df 98

Table 4.4.4(d) above shows that the calculated t-value is 16.321 and the calculated p-value is 0.000. The result of this table shows that, significant difference exist between the treatment group and the control in their levels of poor study habits on the aspect of Examinations ($t= 16,321$, $p= 0.000$). This is because; calculated p-value of 0.000 is less than 0.05 alpha level of significance, while calculated t-value is 16,321 at degree of freedom of 98, implying that the

treatment group has reduction in poor study habits as a result of the exposure to study skills training programme. Therefore, the null hypothesis which state there is no significant effect of the study skills training on poor study habit between the treatment and control group on Examinations is hereby rejected.

Hypothesis Four (e): The null hypothesis state that There is no significant effect of the study skills training on poor study habit between the treatment and control group on Teacher Consultation.

Table 4.4.4 (e): Independent t test between the treatment and control group on Teacher Consultation

Variable	Groups	N	Mean	std.dev	std.err	Df	T Calculated	Sig (p)
Teacher Consultation	experimental	50	9.5000	.76265	.10785	98	13.469	0.000
	control	50	5.7000	1.84336	.26069			

Calculated p < 0.05, calculated t >1.96 at df 98

Table 4.4.4(e) above shows that the calculated t-value is 13.469 and the calculated p-value is 0.000. The result of this table revealed that, significant difference exist between the treatment and control group in their levels of poor study habits on the aspect of Teacher Consultation (t=13.469, p= 0.000). This is because; calculated p-value of 0.000 is less than the 0.05 alpha value level of significance,

while calculated t-value is 13.469 at degree of freedom of 98. This is an indication that the treatment group has reduction in poor study habits as a result of the exposure to study skills training programme. Therefore, the null hypothesis which states that there is no significant effect of the study skills training on poor study habits between the treatment and control group on Teacher Consultation is hereby rejected.

Hypothesis Five: There is no significant effect of the study skills training on poor study habit between male and female secondary school respondents in the treatment group.

Table 4.4.5: Independent t test between male and female secondary school respondents in the treatment group.

Variable	Sex	N	Mean	std.dev	std.err	Df	T Calculated	Sig (p)
Study habits	Male	25	188.8400	9.4325	1.88651	48	6.126	0.000
	Female	25	167.4400	14.7000	2.94000			

Calculated $p < 0.05$, calculated $t > 1.96$ at df 48

The results of t-test analysis as indicated in Table 4.4.5 above shows that the calculated t-value is 6.126 and the calculated p-value is 0.000. The outcome of this table shows that, there is gender difference in the effect of study skills training in their poor study habits. This is because the calculated p-value of 0.000 is less than 0.05 alpha level of significance, while the calculated t-value is 6.126 at degree of freedom of 48. The difference according to the result of the independent t-statistics was significant ($t=6.126$, $p=0.000$). Hence, the null hypothesis which states that there is no significant effect of the study skills training on poor study habits between male and female secondary school respondents is hereby rejected.

4.5 Summary of Findings

The following are the major findings of the study:

1. There is significant difference in the poor study habits between secondary school students exposed to study skills training and the control group ($t=17.308$, $p=0.000$). Which means study skills training is effective in reducing poor study habits among secondary school students.
2. There is significant difference in the poor study habits between secondary school students exposed to study skills training and the control group with respect to homework and assignment ($t=4.577$, $p=0.000$). This means study skill training is effective in reducing poor study habits among secondary school students with respect to homework and assignment.
3. Significant different exist between respondent who were given treatment and those in the control group with respect to time allocation, reading and note taking and study period procedures ($t=13.999$, $p=0.000$). This is an indication that study skills training is effective in reducing poor study habits among secondary school students in the areas of time allocation, reading and note taking and study period procedures.
4. There is significant difference in the poor study habits between secondary school students exposed to study skills training and the control group with respect to concentration, written work, examinations and teacher consultation ($t=18.374$, $p=0.000$). This implies that study skill training is effective in reducing poor study habits among secondary school students.
5. There is significant difference between poor study habits of male and female secondary school students exposed to study skills training ($t=6.126$, $p=0.000$). This is to say that the male respondents experience more reduction on poor study habits than the female after exposure to study skills training.

4.6 Discussion

The study had found that significant difference exists between the treatment group and the control group on poor study habits. This implies that study skills training did record positive effects on the respondents study habits after treatment therefore it can be used for effective reduction of poor study habits of secondary students in Fagge local government area of Kano state. This current result is consistent with Bhatnagar and Gupa (1999), where it was recorded that when proper counselling and guidance is given to learners, they make progress in their education and develop good study habits. This finding is also in line with the result of Ghosh (1982), who investigated the effect of study skills counselling on study behaviour and found that post-test scores of study behaviour of respondents in the treatment group were significantly higher than that of the control group. Perhaps, respondents responded appropriately because they felt study skills counselling will improve their academic performance.

The second hypothesis states that, there is no significant difference of the study skills training on poor study habits between secondary school students in the treatment and control group on homework and assignment. The null hypothesis is therefore rejected; the result showed that, there is significant difference in the poor study habits between the treatment and control group. This is evident from table 4.4.2. This finding meant that poor study habit of the treatment group reduces as a result of the study skills training programme exposed to students. This agreed with Durul (2001) who recommended that academic performance of students will improve as they tackle the home work and assignment given to them. Ipaye (2005) added that members of a group can come together regularly to study, discuss and carry out assignments and projects.

The result of the test of the third hypothesis showed significant difference between secondary school students exposed to study skills training and those not on time allocation, reading and note taking. This finding is in agreement with Adisa (2007), where it was

reported that lack of exposure to counselling could be a limiting factor in the study time management of students. In line with this, Idofi (1998) reported that students who adopt and maintained a planned approach to study will keep on top of his/her work, meet deadlines and have more time for relaxation and engagements out of academics. Time allocation is a key concept in study habits, hence time management should be maintained by the students. This view is further supported by Hazard & Nadeau (2006) who also opined that study skills such as time management and note taking have been found to have significant influence on school achievement.

The result of the test of the fourth hypothesis revealed that study skills training significantly reduced students poor study habits relating to concentration, written work, examination and teacher consultation. In the test, significant difference in the poor study habits of the students in the experimental group who were exposed to the study skills training were found to be significantly reduced. In the control group where students were not given such exposure no significant reduction were observed in their poor study habits. This finding is in agreement with Makarfi (2002), where it was reported that the use of counselling on secondary school students could significantly improve their academic performance. (Pressey in Abdullahi 2008) conducted a study which showed that college students who were having difficulty and were given instruction in study skills were much more likely to pass their examinations than similar students who received no help.

The fifth hypothesis revealed that significant difference exists between male and female student in the experimental group after both of them have received treatment. This implies that the male students have better study habits than their counterpart which are the female students. This finding supports the result obtained by Dywer and multer (cited in Awabil 2013) that there is significant difference between the male and female respondents in their post test scores on study behaviour. Abdullahi in Rafiu (2014) noted in his study that many

countries in the world considers education very important for the socio-economic development hence substantial amount is allocated annually, but where the resources are of limited amount then the education of the male will be given priority as compared to the female counterparts with the belief that the academic needs achievement of male is usually higher than the female which make male excel more in their study as compared to female. Nevertheless, this finding is contrary to the results obtained by Ohanaka and Ofuani(2010) who found that male and female differs in their post test scores of study behaviours.

Therefore, to effectively address secondary school students poor study habits relating to home work and assignment, reading and note taking, time allocation, study period procedures, written work, concentration, examination and teacher consultation, the counsellor needs to organize an effective study skills training each term or session for the students. These are all pointer to effect study skills training on reducing poor study habits of secondary school students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter covers the summary of the investigation into the effect of study skills training on reducing poor study habits of secondary school students in Fagge local government area of Kano state, conclusion and recommendations are also stated. Likewise, suggestions for further research are presented.

5.2 Summary

Most of secondary school students have abandoned the rightful study skills which have led to poor performance resulting to massive failure in West African senior secondary certificate examination (Wassce) and national examination council (NECO). This has been an issue of concern to the parents, teachers, counsellors and concerned authorities. Chapter two reviewed the literature of others. The key topics reviewed are concept of studying, concept of study habits, poor study habits; effective study habits, study skills which include broad and specific category of study skills. The specific study skills relevant to this study include reading, time management, note-taking, consultation and concentration strategies. Likewise, study skills training was discussed which reveals that it is imperative to study on how to reduce poor study habit using the training program. Furthermore, theories of learning were discussed which include facilitative theory, cognitive-gestalt approach, sensory stimulation theory, reinforcement theory, holistic learning theory and experiential learning theory. Carl Rogers' concept of facilitative learning stressed on presence of facilitator and a learner before learning can take place, cognitive-gestalt stressed the importance experience, meaning, problem-solving and development of insights. Sensory stimulation emphasized on stimulation of senses, reinforcement theory dwell on behaviour been a function of its consequences due to reward and punishment. Holistic emphasized on activation of individual's personality which includes intellect, emotions, body impulse (desire), intuition and imagination while experiential learning focuses on four-stages; the concrete experience, reflective observation, abstract conceptualization and active experimentation. Hence, all these factors need to interact for poor habit to be modified. From the works reviewed, Alabi (2003), Makarfi (2002), Kagu (2004), Kehinde (2011), Durul (2001), Awabil (2013), Akafa (2011) conducted experimental research relating to poor study habit, it was found that there were significant differences between the experimental group and the control group. That is to say that the experiment group acquired a significant learning and remembering skills while the control group did not. The findings from this

studies would try to bridge the gap in studies on poor study habits in fagge local government area of kano state. Methodology: this chapter is mainly concerned with the full description of the methodology to be used by the researcher. These include the research design, population, sample and sampling procedure, instrumentation, scoring of the instrument; validity and reliability of the instrument, procedure for data collection, and data analysis the following are the major findings:

1. Significant difference exists between respondent who were given treatment and the control group on reducing poor study habits of secondary school students.
2. Significant difference exists between respondent who were given treatment and the control group with respect to homework and assignment.
3. Significant difference exist between respondent who were given treatment and those in the control group with respect to time allocation, reading and note taking and study period procedures.
4. Significant difference exist between respondent who were given treatment and those in the control group with respect to concentration, written work, examinations and teacher consultation.
5. Significant difference exist in the treatment group between male and female students with respect to reduction of poor study habits.

5.3 Conclusions

Based on the findings of this study, the following conclusions were made:

The research is able to indicate that study skills training can be effective on reducing poor study habits among senior secondary school students in Fagge local government area of Kano state secondly; the acquisition of time management skills by secondary school students will assist them to reduce their poor study habits. Study skills training can effect

positive change in the students' manner of studying. Likewise, effective study approach is a good asset to secondary school students as it helps them in the mastering of their school work. Students who were exposed to study skills training generally have their poor study habits reduced significantly when compared with their counterparts in the control group that is not exposed to the same treatment.

However, study skills training is more effective at improving all the eight dimensions of study habits which are homework and assignment, reading and note taking, time allocation, study period procedures, concentration, written work, examinations and teacher consultation. Finally, gender is a significant determinant of students poor study habits. Thus, the male students have proven to have better study habits than their female counterpart among those who received treatment.

5.4 Recommendations

From the result of this study, the following recommendations were raised:

1. The guidance unit in secondary schools should organize study skills training for their students often. This can be at the beginning of every term or twice in a year or session especially for the new students entering senior secondary school (SS 1) for the first time. This will help them acquire the rightful study skills they need as they progress to further classes, therefore enabling them perform better in their academic pursuit.
2. The Kano state senior secondary school management board and the state ministry of Education in collaboration with the federal ministry of education should formulate a policy that will make it mandatory for senior secondary schools in Nigeria to integrate into the curricular a course on study skills which will enable them develop effective study habits with the view of enhancing their academic performance.

3. Counsellors, Teachers, Parents, and authorities of public schools should both individually and collectively assist the students towards acquiring good study skills to improve their poor study habits.
4. The guidance units should supply adequate and reliable study skills materials for their students especially those with deficiencies and poor performance in their studies.
5. Classroom Teachers who noticed their students performing poorly can adopt the use of study skills training so as to correct the students by building the rightful skills in them.

5.5 Suggestions for further studies

The other areas open for further researches are as follows:

1. The senior secondary students were used in this research. Therefore, future research should look into using the junior secondary schools students for similar study and comparison can be made in terms of general performance and tolerance in the procedures of selection, training and data collection.
2. Public schools in the metropolis were used for this study. Future research can employ the private schools in the rural areas.
3. The training program was scheduled for eight weeks in this study and there was significant difference in the reduction of poor study habits. A further research can be conducted to find out the effect of reducing the number of training weeks on poor study habits.
4. Poor Study habit is a broad phenomenon. So further research can look into areas like homework and assignments, reading and note taking, concentration, time allocation and examination.
5. Follow-up is very important after a training program is given. In view of this, further research on poor study habits should include follow-up into the study so as

to determine whether the good study habits acquired has been maintained for a certain period after the training program.

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APPENDIX I

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

Almost Never	Less than Half of the Time	About Half of the Time	More than Half of the Time	Almost Always
-----------------	----------------------------------	------------------------------	----------------------------------	------------------

You either stop or study only

The easier parts of the lesson?

<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.

Psychoeducational Research Productions

Almost Never	Less than Half of the Time	About Half of the Time	More than Half of the Time	Almost Always
-----------------	----------------------------------	------------------------------	----------------------------------	------------------

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?

Total Score

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 After classes?
11. Is your time unevenly distributed; do you spend Too much time on some subjects and nor enough On others?
12. Do you spend too much time reading fiction (novelist) , going out etc., for the good of your School work?

Total Score

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?

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

15. Do you find it hard to pick out the important points of a reading assignment?

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

16. When reading a long assignment, do you stop now and then to try to remember what you have read?

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

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"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

18. Do you have trouble picking out the important points in the material read or studied?

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

19. Do you go back and recite to yourself the material you have studied, rechecking any points you find doubtful?

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

20. Do you miss important points in the lecture while copying down notes on something which has gone before?

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

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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Total Score

SECTION D: Study Period Procedures

22. Do you keep all your notes for each subject together and carefully arranged for studying?

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

23. Do you need a long time to get warmed up when you want to start studying?

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

24. Are you unable to study well because you get restless and unable to sit for long?

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

25. When you sit down to study, do you find yourself too tired, bored or sleepy to study well?

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

26. Do you prefer to study your lessons alone rather than with others?

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

27. Do you seem to get very little done for the amount of time you spend studying?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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28. At the beginning of a study period, do you plan your work so that you will make the best use of your time?

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

SECTION E: Concentration

30. Do you find that, day dreaming distract your attention from your lessons while studying?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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31. Do you find it hard to keep your mind on what

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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- 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"/>
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Total Score

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 Do 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"/>
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<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"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Total Score

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

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 Explanation on a point that is not clear to you?

<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"/>
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Total Score

Do not write below this line

SECTION	SCORE	STANINE
A		
B		
C		
D		
E		
F		
G		
H		

APPENDIX II

STUDY SKILLS TRAINING PROGRAMME

SESSION ONE

1. The researcher will start by selecting and identifying of subjects; they will be grouped and taken to a venue that has been provided by the school authority.

2. The researcher will introduce herself. This will be done by telling them her name, occupation, and the purpose of the program. She will call for cooperation and full participation during the program.
3. The students will introduce themselves one after the other with each person telling the group their names, classes, parent occupation, likes and dislikes.
4. The researcher will discuss the reason why she is organizing this program. She briefly discuss study behaviour problems of students with focus on poor study habits. She states that poor study habit is having wrong attitude to study or inability to study appropriately. She will add that poor habits include procrastination, poor attendance, failing to take down notes, poor time management, not following teacher's instructions, failing to do assignments, negative thinking and the likes.
5. The students will be made to acknowledge the importance of having good study habits as it leads to having a well-defined knowledge and a good academic performance.
6. The students will be told to construct a proposed time-table schedule and think of a conducive place for studies. They are to write it down and submit to the researcher.
7. They are made to record the number of hours or minutes which they can read effectively before they lack interest or concentration.

SESSION TWO

The researcher greets and welcomes the students to another session, then asks 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 will introduce the SQ3R strategy. This strategy includes SQ3R.

There are five (5) steps thus; 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 technique means going through the passage or topic intended to be studied. It begins by getting overview of the passage or topics you want to read or study, note the title, read the introduction, and scheme through the passage. It also involves checking through the passages, and getting a

glimpse of the main ideas with the help of subtitles and diagrams. Surveying could be to glance through the topics and subtopics, the introduction, the main headings or idea, and summary of the contents. This will enable one to have a general idea on what he or she is intending to study or read.

The objective is to help the student to 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 scheme through before commencing studying?

Class Work

Open your notebooks and glance over any topic of your choice and write your experience now.

Home Work

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

Closing Remark

The Counselor will thank the students for coming; she reminds them of the next meeting and solicits for their co-operation.

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

Counsellor will welcome the students on the third session of the training.

Counsellor collects the last assignment given. She will commence discussion on questioning as a study technique. At this stage, students are to convert all headings and subheadings or topics and subtopics into questions. They are to formulate questions that will help them discover the main topic and how to apply the facts.

Counsellor will 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 or her mind. Questions can be used at the beginning or end of a chapter, topics or notes, or lecture notes.

Question

1. At what state do you often turn the first heading in to question?
2. Choose two topics from only two subjects and raise questions on them.

Home work

1. Read and turn down three headings into a question.
2. Suggest two ways in which you think asking questions will help you in youstudy?

CLOSING REMARKS

The Counsellor will thank 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

Counsellor welcomes the students, and collects the assignment from them while returning the last one. She 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 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

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

SESSION FIVE

Topic: RECITE

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

Opening remarks

The Counsellor will welcome the students and collects the assignment.

Counsellor 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 the next meeting.

Closing remarks

Students are encouraged to practice this during their study periods. The counsellor will thank them for usual cooperation and solicits 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

Counsellor will welcome 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 of the next meeting.

SESSION SEVEN

1. The Counsellor will welcome the students to another day of training.
2. She asks for the assignments given. He comments on each as need 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 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.
4. The researcher creates discussion forum where students are asked to share what they have learnt so far.

SESSION EIGHT

The researcher will welcome the students to another session of training. She will introduce the topic of the study which is on the purpose of study and lay emphasis on examination. She will list 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 examination and tests.

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

SESSION NINE

She will welcome the students to another session for training. She 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.
2. Avoid the use of arm chair, settees or beds while studying.
3. Avoid chewing anything during study.
4. Disallow emotional problems or day dreaming during studies.
5. Develop positive attitudes and interest towards your subjects, teachers and your school environment.
6. Be humble, respectful and diligent in your studies.
7. Listening to radio, watching television and chatting are all hindrances to effective study.
8. Attend all lessons regularly and punctually.

9. Revise your notes as soon as a lesson is over.
10. Always consult the dictionary as often as there is need for it during study. That means always carry a dictionary to your reading place.
11. Be willing to assist others who seek knowledge from you because by that, you are reinforcing your own knowledge.
12. Begin with the most difficult task during study and leave the easiest or pleasing ones to the end.
13. 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. She will then close for the day.

SESSION TEN

The researcher welcomes the students to another training session. She will ask questions on the last training as follows:

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 answered by a 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, and bright light, favorable 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, for example; English language can be substituted with physics.
7. Rest, pause, short walks of 10-15 minutes are important if reading exercise exceed one hour, this helps for refreshing.
8. The students should also make out time for recreational activities.

Home work

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

Summary

Counsellor will thank students for their cooperation and reminds them of the next meeting.

SESSION ELEVEN

Counsellor will welcome students for another day of training. Today's topic is: 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 some important 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, television 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 by 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

Counsellor will welcome and express appreciation for their corporation, participation and sacrifice. She prays that they have benefited from the sessions so far. She informs them that this is the last session of the training program.

Administration of the post test

The Researcher will now administer the post test to the students.

Closing remarks

She expresses her profound gratitude for the work done and prays that what has been learnt would be put to use.

The students will at this point be dismissed.