

**EFFECTIVENESS OF GROUP GUIDANCE AND BIBLIOTHERAPY  
TECHNIQUES IN REDUCING STUDY BEHAVIOUR PROBLEMS  
AMONG UNDERGRADUATES OF AHMADU BELLO UNIVERSITY,  
ZARIA**

**DOCTORAL RESEARCH**

**BY**

**SALMAN ABDULWAHAB ADISA  
REG. NO PH.D/EDU/1785/1998-1999**

**A DISSERTATION SUBMITTED TO THE POST GRADUATE SCHOOL,  
AHMADU BELLO UNIVERSITY, ZARIA**

**IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR  
THE DEGREE OF DOCTOR OF PHILOSOPHY (PH.D) IN  
GUIDANCE AND COUNSELLING**

**DEPARTMENT OF EDUCATION  
FACULTY OF EDUCATION  
AHMADU BEELO UNIVERSITY,  
ZARIA – NIGERIA.**

**SEPTEMBER, 2007**

## **DECLARATION**

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

.....  
Salman Abdulwahab Adisa

.....  
Date

## **CERTIFICATION**

This thesis entitled "Effectiveness of Group Guidance and Bibliotherapy techniques in reducing study behaviour problems among undergraduates of Ahmadu Bello University, Zaria" by Salman Abdulwahab Adisa meets the regulations governing the award of Doctor of Philosophy (Guidance and Counselling) of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

-----  
Prof. Y.A. Mallum

-----  
Date

Chairman, Supervisory Committee

-----  
Prof. F.D. Kolo  
Member, Supervisory Committee

-----  
Date

-----  
Rev. Fr. (Dr) D.A. Oliagba.  
Member, Supervisory Committee

-----  
Date

-----  
Dr. Sadiq. Mohammed  
Head, Department of Education

-----  
Date

-----  
Prof. S.A. Nkom  
Dean, Postgraduate School

-----  
Date

## **DEDICATION**

This research work is highly dedicated to Almighty Allah, the beneficent and merciful.

The project is also dedicated to my parents Alhaji Idris Salman and Madam Rabiya Idris for their support both financially and morally.

## **ACKNOWLEDGMENT**

My profound gratitude goes to Almighty Allah, most Beneficent, most merciful, who has given me the strength despite all odds to make this work possible.

I will like to acknowledge my indebtedness to my supervisors Professor F.D. Kolo and Prof. Y.A. Mallum who nurtured my project into this form. I am equally grateful to Rev. Fr. (Dr) D.A. Oliagba Head of section (guidance and counselling) for his moral support and contributions. I also wish to give my sincere gratitude and appreciation to Dr (Mrs) R. Bello, Dr. S. Sambo and Mrs J.Y. Bawa for their advice and encouragement.

My special thanks go to several individuals who guided, assisted and provided me with necessary information and materials in the course of study. These are Dr. M. Musa and Mall. I. Marauf of Department of Education, Dr. S. Salawu of Department of Mass Communication and Mall. L. Manufashi of Federal College of Education, Zaria.

I thank sincerely Dr (Mrs) V.T. Adidu for motivating me into specializing in Counselling Psychology. I acknowledge the good wishes and support of Mrs B.K. Dagari, Mrs S. Makarfi, Mrs. S. Atiku, Mall. I. Salisu and Mrs H. Adamu.

I am very grateful to my employer Ahmadu Bello University, Zaria for sponsoring this programme. The assistance and support of all the Deans of the twelve (12) faculties of Ahmadu Bello University, Zaria and the students used for the work throughout the period of experiment in their faculties is acknowledged.

I wish to express my thanks to Dr. D.A.Y. Adawa, Dean of students for his support and encouragement during the work. Also, I am indebted to Mr. A. Badiru who painstakingly typed this work. Mr A. John of Institute of Agricultural Research (IAR) A.B.U, Zaria who did the computer analysis of the data.

My special gratitude and thanks go to my parents Alhaji Idris Salman and Madam Rabiya Idris for their moral support. My profound gratitude goes to my relatives, brothers and friends - Mr S. S. Pakata, Mal. I. Abdulrasaq, Alhaji Aliyu Shehu, Alhaji S.T. Yahaya, Mr M.K. Onagun, Mall A. Abdullahi and madam Sekinantu Idris. I thank you all for your moral and financial support during this course.

Finally, I wish to thank members of my family namely: my wife Mrs Iyabo Adisa for encouraging, supporting and pestering me to complete this work. The same goes to my children - Musa, Abubakar, Belawu, Hummuani and Silifat, so also Munirat (sister in-law). May Almighty Allah continue to bless you all.

## **ABSTRACT**

Effective study habit is a way of reducing study behaviour problems among students and enhancing their academic performances. The study aims at examining the effectiveness of group guidance and bibliotherapy techniques in reducing study behaviour problems among undergraduate students of Ahmadu Bello University, Zaria. The objective of the study include to determine the relative effectiveness of group guidance and bibliotherapy techniques in reducing general students study behaviour problems. To determine the impact of bibliotherapy and group guidance on students study behaviour patterns with respect to study aims, study approach and time management, the null hypotheses were stated and tested. There is no significant difference in the reduction of study behaviour problems between the students who have been exposed to bibliotherapy and group guidance (experimental group) and those who have not been exposed to bibliotherapy and group guidance treatment (control group) with respect to study aims. There is no significant difference in the reduction of study behaviour problems between male and female students who have been exposed to bibliotherapy and group guidance (experimental group) and those who have not been exposed to bibliotherapy and group guidance treatment (control group). There is no significant difference in the main scores of reduction of study behaviour problems of students of various faculties in Ahmadu Bello University who have been exposed to group guidance and bibliotherapy techniques. The population of the study was Nineteen thousand, five hundred and nineteen(19,519) registered undergraduate students on full-time programme in the institution. A sample size of three hundred and thirty six (336) randomly selected students responded to the instrument. The sample was made up of one hundred and seventy (170) experimental group and one hundred sixty-six (166) control group. The sample consisted of two (200) and three (300) hundred level students drawn from twelve (12) faculties of Ahmadu Bello University, Zaria. The instrument used in collecting data for the study was Self Assessment Study Inventory (SASI) by Kolo (2002). It has three sections which are aims of study, study approach and time management. The Likert scale was used. The t-test and one-way analysis of variance (ANOVA) were two major statistical techniques used for data analysis. The major findings revealed that both group guidance and bibliotherapy techniques are effective in reducing students study behaviour problems and enhance their academic performance. The subjects treated with bibliotherapy and group guidance techniques (treatment group) have better control of their study behaviour problems than those who are not treated (control group). The result shows that there is no significant difference in the mean scores of reduction study behaviour problems of subjects in experimental group and control group in terms of their sex differences. Also among the students of various faculties, there were no significant difference in their mean scores with regards to their study Habit problems. There was significant differences in the mean score of the study habit problems among the various age groups of the students. Based on the findings of the study the following recommendations were made that bibliotherapy and group guidance techniques as a treatment of student study habit problems should be encouraged among counsellors in their treatment of students with such problems in University so as to enhance their

academic performance. It was also recommended that all faculties and institutes should have functional guidance and counselling units attached to them and be manned by trained guidance counsellors where students in need of assistance in their study habit skills and other related behaviour problems will be attended to. It is also recommended that the guidance counselor should organise group guidance or group counselling constantly on the effective way of study. Counsellors can give students assignment which would help the students to develop reading skills, time management techniques and also organising programmes such as orientations, workshops and symposium for students.



## TABLE OF CONTENTS

	PAGE
Title	
Page.....	i
Declaration.....	ii
Certification.....	iii
Dedication.....	iv
Acknowledgment.....	v
Abstract.....	vii
Table of Content.....	ix
List of Tables.....	xiii
List of Appendices.....	xiv
List of Figures.....	xv
Definition of Terms.....	xvi
Abbreviation.....	xvii
CHAPTER ONE: INTRODUCTION	
1.0 Introduction.....	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	2
1.3 Objectives of the Study.....	4
1.4 Research Questions.....	4
1.5 Hypotheses.....	5
1.6 Basic Assumptions.....	6
1.7 Significance of the Study.....	6
1.8 Delimitation of the Study.....	8
1.9 Summary.....	8
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
2.0 Review of Related Literature.....	9

2.1	Introduction.....	9
2.2	Concept of Guidance.....	9
2.3	Concept of Group .....	11
2.4	Group Guidance.....	12
2.5	Forms of Group Guidance.....	14
2.6	Techniques of Group Guidance.....	19
2.7	Need for Group Guidance.....	19
2.8	Element of Group Guidance.....	21
2.9	Concept of Bibliotherapy.....	24
2.10	Approaches to Bibliotherapy.....	26
2.11	Forms of Bibliotherapy.....	27
2.12	Goals of Bibliotherapy.....	29
2.13	Principles for Effective use of Bibliotherapy.....	31
2.14	Factors Affecting study Behaviour.....	33
2.14.1	Time Planning and Management.....	34
2.14.2	Notes Taking.....	35
2.14.3	Interest.....	36
2.14.4	Environmental Factor.....	37
2.14.5	Motivation Factor.....	38
2.14.6	Types of Motivation.....	39
2.14.7	Strategies for Motivating Learners.....	40
2.14.8	Peer group Factor.....	42
2.14.9	Financial Problems.....	43
2.14.10	Social Relationship Problem.....	43
2.15	Empirical Background.....	44
2.16	Empirical Review of Student behaviour problem in Nigeria.....	51
2.17	Summary.....	59

### **CHAPTER THREE: METHODOLOGY AND PROCEDURES**

3.1	Introduction.....	61
3.2	Research Design.....	61
3.3	Control of Extraneous variables.....	63
3.4	The Population.....	64
3.5	Sample size and Sampling Procedure.....	65
3.6	The Treatment Sessions.....	67
3.7	Instrumentation.....	68
3.7.1	Scoring of the instrument.....	68
3.7.2	Bibliotherapeutic handouts.....	69
3.7.3	Validity and Reliability of the Instrument.....	70
3.8	Administration of the Instrument.....	70
3.9	Method of Data Analysis/Statistical Procedure.....	71
3.10	Summary.....	72

### **CHAPTER FOUR: RESULTS AND DISCUSSIONS**

4.1	Introduction.....	73
4.2	Demographic/Descriptive Data.....	73
4.3	Description of Instrument: Self-Assessment Study Inventory (SASI) KOLO 2003.....	76
4.4	Summary of the Major Findings of the Study.....	95
4.5	Discussion of the Major Findings.....	99
4.6	Discussion of Research Questions.....	106
4.7	Testing of Hypotheses.....	111
4.8	Discussion of the Results of Hypotheses.....	121
4.9	Summary.....	125

### **CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS**

5.1	Introduction.....	126
5.2	Summary.....	126

5.3	Implications of the findings for Counselling.....	128
5.4	Conclusions.....	130
5.5	Recommendations.....	131
5.6	Suggestions for further studies.....	132
5.7	Summary.....	134
	References.....	135-142
	Appendices.....	143-164

## LIST OF TABLES

Table	Page
3.1 Pre-test - Post-test control Design.....	62
3.2 Distribution of the population by sex of the students.....	64
3.2.2 Distribution of the population by level of the students (200 and 300 level).....	65
3.3 Cut-off Point table.....	66
4.1 Respondents' classification by their faculties.....	74
4.2 Classification of the subjects by their age ranges.....	75
4.3 Classification of the Subjects by their sex.....	75
4.4 Classification of the subjects by their level of study.....	76
4.5 Subject response to aims of studying. (Experimental group).....	77
4.6 Subject response to aims of studying (Control group).....	78
4.7 Mean scores of the two groups on aims of studying.....	79
4.8 Subject response to study approach (Experimental group).....	82
4.9 Subject response to study approach (control group).....	83
4.10 Mean scores of the two groups on study approach.....	84
4.11 Subject response to study time management (Experimental Group).....	85
4.12 Subject response to study time management (Control Group).....	87
4.13 Mean scores of the two groups on study time management.....	88
4.14 T-test on reduction of study behaviour problems by the two groups.....	95
4.15 T-test on reduction of study behaviour problems by sex (Control group and (Experimental Group).....	97
4.16 Analysis of Variance on reduction of study behaviour problems by Faculties.....	99
4.17 Mean scores on reduction of study behaviour problems by students' faculties.....	100
4.18 Analysis of Variance on reduction of study behaviour problems by ages of students.....	101
4.19 Mean scores on reduction of study behaviour problems by age range of students.....	102

## **LIST OF APPENDICES**

Page

Appendix A - Self Assessment Study Inventory (SASI).....	145
Appendix B - Bibliotherapeutic Handouts.....	149-156
Appendix C - Group Guidance and Bibliotherapy Techniques Posters.....	157-162
Appendix D - Ahmadu Bello University Zaria. Student Statistics by Faculty 2002/2003.....	163
Appendix E - Letter of Introduction.....	164

## **LIST OF FIGURES**

Page

Fig 2. 1	- A sample of self monitoring graph.....	57
Fig 4.1	- Reduction in study behaviour problem by gender.....	117
Fig 4.2	- Reduction in study behaviour problems by academic disciplines.....	120

## **OPERATIONAL DEFINITION OF TERMS**

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

**Group Guidance** - This is when guidance activities are conducted with many clients/students at a time by a counsellor. That is, a situation where a counsellor assist/advice many clients/students at the same-time.

**Group Counselling** - It means bringing together a number of clients or students for the purpose of counselling.

**Bibliotherapy** - Means the use of didactic literature to help an individual understand himself/herself and effects positive change in his/her behaviour.

**Time-Management** - Refers to the way students make use of their study time wisely by planning their study individually or in groups.

**Study behaviour Problems:-** It implies poor study habits employed by students in studying.

**Poor Academic Performance:-** This is when a student's result falls below accepted standard.

**Effectiveness** - Means the outcome of a technique on a given task.



## **ABBREVIATIONS**

ABU	-	Ahmadu Bello University
SASI	-	Self-Assessment Study Inventory
MIS	-	Management Information System
FCE	-	Federal College of Education
PCT	-	Placebo Control
BT	-	Bibliotherapy
GG	-	Group guidance

# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background**

Tertiary institutions are established for the purpose of educating students to acquire skills, competences and values for their self development or growth and to meet the nation's manpower needs for national development. To realize these aims and objectives, the school not only teaches the students to learn but exposes them to situations through which effective learning could be developed. The students engage in studying and learning using all available resources to achieve good academic performance. During counselling, the researcher discovers that most students, do not have proper study behaviour skills to achieve their academic success. The students read only what interest them, attend lectures when they feel like or spend time sitting in front of the faculties and female hostels just chatting away useful times with the opposite sex. Some others spend a lot of time playing games, partying, watching films and travelling from one place to another. This problem is common at all educational levels from secondary to tertiary. Other learning problems range from ineffective time management, inability to cope with course requirements, inability to use the library properly, reading and note taking as well as paying little or no attention during lectures. According to Okon (1984:P9), "there are those who do not know what combinations of courses to offer, how to use the library, their leisure time, their study methods of preparing and taking examinations". Such reasons as lack of orientation, improper guidance by teachers, negative influence of peer group as well as other environmental factors have been identified as possible factors responsible for such behavioural

problems. Students of tertiary institutions come from different socio-economic, political and religious background. As a result, they are easily carried away by the new environment which majority of them are exposed to for the first time. Besides, most of these students are within the adolescent and early adulthood stages of development and so require guidance towards responsible adulthood. Oniyama (2000: P 14) opines that many students in our higher institutions are confronted with problems associated with adolescent developmental tasks. For example, at this level of education adolescent like adults are more concerned about their future, the possibility of getting a job and progressing in it. They are less concerned about acquiring skills that would lead to a job. Studies carried out by researchers such as Kagu (1999) and Ehiozuwa (2003) have indicated that students of tertiary institutions have study behaviour problems and need effective study habit skills in order to enhance their academic performance. According to them, effective study techniques such as group guidance and bibliotherapy will assist in reducing study behaviour problems of students and enhance their academic performance. Idowu (2004: P 20) affirms this by describing guidance as a complex process which encompasses the total needs of individual students to be directed and guided in order to change their behaviours and attitudes. These techniques can best be rendered through grouping students to enable them share their experiences in order to solve their problems. Group guidance and bibliotherapy techniques are valuable tools in helping students improve their study skills.

## **1.2 Statement of the Problem**

There has been general out cry in recent times in Nigeria about poor academic

performance in our tertiary institutions. Most of these students lack good study habits. Some lack skills in reading efficiency, planning and organising time for study, note taking and remembering details. As a result there is a decrease in the academic performance of University students today. This lack of appropriate approach to study skills, time management and lack of concentration leads to difficulty in understanding and comprehending learning tasks.

This Okon (1988:220) affirms: that many students in secondary schools and higher institutions of learning have indicated through various studies that they have study problems not being able to understand and do well in school subjects, not being able to take good class notes, not being able to participate in class discussion, not being able to concentrate on studies for a long time, enlarge vocabulary, improve reading flexibility and fluency, chose appropriate school subjects, understand what is being read, study for examination, decide what is important to study, take tests and examinations.

In order to overcome these problems, the students engage in different types of examinations malpractices. These are referred to as giraffing, copying from notes, writing key points on their palms, laps, as well as smuggling in various kinds of materials into the examination hall to aid themselves.

Therefore, this research attempts to find out how group guidance and bibliotherapy techniques can reduce student's study behaviour problems in Ahmadu Bello University, Zaria. It is against this background that the researcher looks at the effectiveness of group guidance and bibliotherapy techniques in reducing study problems among students in tertiary institutions in Nigeria.

### **1.3 Objectives of the study**

The objectives of the study are as follows:

1. To determine the effectiveness of group guidance and bibliotherapy techniques in reducing students study problems.
2. To determine the impact of bibliotherapy and group guidance techniques on students' study behaviour problems with respect to their aim of study.
3. To determine the impact of group guidance and bibliotherapy techniques on students' study behaviour problems with respect to approach to study.
4. To determine the impact of bibliotherapy and group guidance techniques on students' study behaviour problems with respect to time and place management.
5. To determine the influence of gender in group guidance and bibliotherapy techniques on students' study behaviour problems.
6. To also determine the impact of age differences on group guidance and bibliotherapy techniques on students' study behaviour problems.

### **1.4 Research Questions**

The study attempts to provide answers to the following research questions;

1. Do bibliotherapy and group guidance techniques have any effect on students' study behaviour problems in respect to aim of studying?
2. What effects would group guidance and bibliotherapy techniques have on students' general study behaviour problems?
3. Do group guidance and bibliotherapy techniques have significant impact on

- students study behaviour problems with respect to approach to study?
4. What effect do bibliotherapy and group guidance techniques have on students' study behaviour problems with respect to place and time management?
  5. Would group guidance and bibliotherapy techniques have differential gender effects on students study behaviour problems?
  6. How do group guidance and bibliotherapy techniques affect students' study behaviour problems arising from place and time management with respect to their age?
  7. How do group guidance and bibliotherapy techniques affect students' study behaviour problems arising from place and time management with respect to their academic discipline?

### **1.5 Hypotheses**

The following null hypotheses were statistically tested in relation to the research topic.

1. There is no significant difference in the reduction of study behaviour problems between the students who have been exposed to bibliotherapy and group guidance (experimental group) and those who have not been exposed to bibliotherapy treatment and group guidance (control group) with respect to study aims.
2. There is no significant difference in the reduction of study behaviour problems between male and female students who have been exposed to bibliotherapy and group guidance (experimental group) and those who have not been exposed to bibliotherapy and group guidance treatment (control group).

3. There is no significant difference in the mean scores of reduction of study behaviour problems of students of various faculties in Ahmadu Bello University who have been exposed to group guidance and bibliotherapy techniques.
4. There is no significant difference between the ages of students exposed to bibliotherapy and group guidance treatment in their reduction of study behaviour problems.

### **1.6 Basic Assumptions**

This study was based on the following basic assumptions:

1. That, group guidance and bibliotherapy can be effective techniques in reducing study behaviour problems among undergraduate students.
2. That, there are study habits or skills which students can be taught and use appropriately to enhance their study habits.
3. That, there are gender differences among undergraduate students of Ahmadu Bello University in their study behaviour patterns.
4. That, students of different faculties of Ahmadu Bello University differ in their study techniques and behaviour problems.
5. That, when the study behaviour problems of students are determined they could be better assisted to plan how to study effectively.

### **1.7 Significance of study**

Success in academic performance is the dream of every student and they work towards it with all their minds. The researcher proposed the use of group guidance and bibliotherapy techniques to help students improve their approach and plan to study behaviour patterns for positive

academic performance. This study will be of great importance because the findings would be useful to counsellors, psychologists, lecturers and other educationists in assisting students on how to plan and organise effective study skills . Also, the findings from the study would help the students to appreciate that effective study skills and conducive learning environment are necessary factors for achieving academic excellence. This will, to a large extent, help in reducing their study behaviour problems. Furthermore, the study is significant in the sense that the results would be of use to students as an invaluable aid to meaningful study for successful educational pursuit. The findings from the study will be an important reference material which can be used in providing counselling services and strategies to the students for the enhancement of effective study skills, especially in the area of planning and organising time of study, note taking, writing assignments, examinations and projects and also in promoting their academic performance.

The results of the study will also provide additional information to the guidance and counselling centres, and guidance and counselling sections or units in various faculties in tertiary institutions which the practising counsellors can use to provide vital information required to guide the students in adopting more effective methods of studying. The study will in addition open up avenues for further research in the areas of study skills and strategies that could be used to reduce students' study behaviour problems. This will enhance their personal-social and psychological adjustment in both school and non-school setting. It is also hoped that researchers and counsellors who either over-look or ignore the importance of bibliotherapy and group guidance techniques would begin to use it to reduce students' study behaviour problems.



## **1.8 Delimitation of the Study**

The study was limited to two hundred (200) and three hundred (300) level undergraduate students of Ahmadu Bello University, Zaria. This group was chosen for the study because it is believed that they are mostly within the adolescent age bracket.

The study focused on Ahmadu Bello University Zaria, because of its size and its admission that reflects diverse variables like sex, religion, culture and ethnicity, coupled with the fact that it admits students from other foreign countries of the world especially African countries. It was also limited to Ahmadu Bello University, Zaria due to the researcher's interaction and experience with students as a practising guidance counsellor.

## **1.9 Summary**

In this chapter the background and introduction to the study were discussed. The statement of problem, the objectives of study, and the hypotheses of which the study is centred on were also stated. The chapter further discussed the significance of the study and its delimitation.

## **CHAPTER 2**

### **2.0 REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

A number of researches have revealed that students' study habits are related to their study behaviour problems and academic performances. To reduce their study behaviour problems, they need to know the necessary study skills that will enhance their academic performance through group guidance, bibliotherapy and other guidance and counselling techniques.

An attempt was made to review literature related to the study. This was achieved by focusing on concept of guidance, group guidance, types of group guidance, needs for group guidance, concept of bibliotherapy and uses of bibliotherapy. The factors affecting study behaviour as well as empirical studies related to the study were reviewed.

#### **2.2 Concept of Guidance**

Guidance as a concept has been used to denote a wide range of procedure including directing, guiding, piloting and assisting an individual in order to understand himself or herself so as to make wise and rational decision. However, guidance is not the same thing as advice giving. It is a professional assistance rendered to individuals to help them achieve greater self-understanding in terms of their potentials, interests, abilities, strengths and weaknesses so that they can make intelligent choices. Guidance is described in various ways by various writers. According to Shertzer and Stone (1976: P37) guidance is the process of helping individuals understand themselves and their world. To Okon (1984:P21) guidance is viewed as a total programme of a number of

highly specialised activities implemented by all staff members to help individuals make wise, and intelligent choices and decisions. Kolo (1992: P2) defined guidance as an assistance given to the individual to help him/her solve his/her problems in life. It may also be assistance to the individual to make him understand the nature of the problem and how to go about solving such problems. Also Miller (1971) says guidance is the process of helping individuals to achieve their self understanding and self direction necessary to make the maximum adjustment to school, home and community. It means guidance is a helping process of assisting the student or client within and outside the school to realise his/her fullest potentialities. Good (1945) in Akinade (1996: P 13) describes guidance as a form of systematic assistance given to pupils, students or others to help them acquire knowledge and wisdom, free from compulsion or prescription and calculated to lead to self direction. Ipaye (1986) identifies guidance as an umbrella that covers all the means whereby an institution identifies and responds to the individual needs of student, no matter the nature of the need and no matter its severity thereby helping the individual to develop to his maximum potential.

From the above definitions it can be concluded that guidance is a helping process rendered to an individual in such a way that he understand himself/herself and is able to resolve his/her difficulties. It is an assistance given by one person (a counsellor) to another (student or client) in order to understand his/her abilities, capabilities and weaknesses so that he/she can plan wisely to achieve success in school and adjust maximumly in the school setting and in future life. These are achieved through a number of highly interrelated services such as counselling, appraisals, information, planning and placement, follow-up, orientation, evaluation and referral services. It is

therefore believed if one is properly exposed to guidance services either individually or in group using various counselling techniques he/she would overcome his problems and make a realistic choice and decisions.

### **2.3 The Concept of Group**

The meaning of group guidance would not be complete without a definition of the term 'group'. The word group has been defined by Oxford Advanced Learner's Dictionary (1963) "as number of persons or things gathered or placed together" Magdalene (1991) defined a group as a collection of individuals who have relations with one another that make them interdependent to some significant degree. Oladele (1987) opines that a group is two or more figures forming a unit in design, and assemblage of persons or things forming a separate unit, a cluster, an aggregation, an assemblage of objects having some relationships or resemblance. According to Nwoye (1990), a group is a gathering of people characterized by the interaction of its members in such a way that each unit member is changed by its group members.

From the foregoing definitions, a group is a collection of people or individuals coming together to rub minds with one other for a purpose and for positive changes in the personal behaviour of the members. Cattael (1961) buttress it more by saying that a group is an instrument of satisfaction of individual needs for growth and development of such individuals. Gladding (1996) in Bello (2000: P48) said a group consists of two or more people who have come together for the purpose of some designated interaction.

Thus, a group is a collection of individuals or students who share some similar

characteristics relate to one another and influence one another to a great extent in order to accomplish their objectives. In its relation to group guidance process, it is seen as an interpersonal relationship in which a group of students who have a common needs, receive guidance or instruction from a counsellor.

## **2.4 Group Guidance**

Group guidance as a concept is most often referred to as any part of a guidance programme that is conducted with a group of clients/students. According to Shertzer and Stone (1976:190) group guidance is defined as any part of a guidance programme which is conducted with students in group rather than between an individual student and counsellor. Group guidance is also defined by Ipaye (1990) as any aspect of the guidance activities conducted with a group of students at a time. That is, with a counsellor in contact with more than one client at a time.

Jones et al (1970) and Trotzer (1977), see group guidance as the interaction of the counsellor with a relatively large group of students through the media of the lecture, discussion, and question and answer communication. This process allows the counsellor to reach many students or clients at a time. Group guidance embraces activities which are designed to acquire information, plan and implement programmes which will enhance the decision-making process of students in vocational or educational matters. Group guidance is also seen as the process of providing personal and relevant information to group members. The information may be in terms of facts and figures, procedures, requirements or skills necessary to help them in their study and how to handle their lives. The focus of the process is cognitive in nature with emphasis on environmental factors. Content, topics and methods are usually centred on presentation and discussion with the leader taking the primary responsibility for

organising and directing the group. Mahler (1969) says that in schools, group guidance is usually oriented toward helping students acquire skills and knowledge and to enlighten students on what adults think the youngsters should know about themselves. The main characteristics of individuals involved in group guidance is that they usually know what they want to do but don't know how to do it. The process then takes on direction of being preventive and developmental in nature. Nwoye (1990) explains that group guidance to be preventive in nature and directly focused on acquiring information, gaining an orientation in new problems, planning and implementing the activities of students including the discussion of topics of common interests. In this process efforts are directed toward giving the members essential skills and information that will help to prevent or circumvent problems in the future. Shertzer and Stone (1976: P190) said:

group guidance is preventive and directly concerned with acquiring information, gaining an orientation to new problems, planning and implementing students activities, and collecting data for occupational and educational decision.

In support of the above statement, group guidance is primarily school oriented, it is mainly involved with giving out information to help individual students understand themselves and their world and to help them live more satisfying and meaningful lives. Group guidance activities also involve cognitive work like information giving, discussion on such aspects as use of library, how to study, how to take examinations, how to find and use occupational materials which are frequently presented and dealt with. The major responsibility for the management direction of activity and structure in group guidance remains with the counsellor as a resource person. The focus or responsibility in group guidance is based upon each member and centred on behaviour change and

effective aspects of living. Okoye et al (2000: P74) opined that group guidance is designed to provide information, teach relevant skills and to aid decision making process. It is also a developmental and preventive programme which aims at giving students opportunities to discuss common problems and issues in addition to having information on educational, vocational and personal - social issues. For effective change in study behaviour problems which are common among students, this concept of group guidance can be used on a regular basis in school to bring them together to work as a group in achieving positive aims of study and enhance their academic performances.

## **2.5 Forms of Group Guidance**

Group guidance is organised in different forms. It may take the form of discussion with the counsellor acting as the facilitator of the group and members as discussants of issues and problems bordering on educational and vocational values. It may also be an informational group in which a counsellor gives a talk, or organises symposium for the group with a view to provide the needed information on issues of common problems and interests to the group members.

Ohlsen (1964) identified two forms of group guidance activities as:

- (1) Faculty initiated and planned groups such as guidance courses, or occupational course, work experience seminars, college days, career days and career clubs.
- (2) Voluntary discussion group such as students' fora and group discussions. This is the area the study intends to adopt.

Trotzer (1977: P128) gave forms of group guidance activities a counsellor could conduct to include large and small group guidance, classroom meetings, human-

relations groups and guidance classes. These groups , it is believed, if properly used, would help students to solve their study behaviour problems. A detailed deliberation on the above mentioned groups are as follow:-

(a) Large-group guidance

Large group guidance is primarily concerned with dispensing information to students to help them in personal planning and decision-making. Emphasis is on presenting educational and vocational information of a personally relevant nature in an interesting manner to large numbers of students/clients who need the same information. Methods usually involve a presentation in the form of films or lectures followed by an opportunity for discussion and question. The process is content oriented and cognitive in nature and stresses environmental factors as opposed to personal attributes. The leader generally presents the information, directs and controls discussion, while other members contribute ideas. Ipaye (1990) suggested that size of group members for large group guidance to consist of 10 to 150 participants or more depending on the topic for discussion, type of information, the specific needs of the students, administrative convenience and economy.

(b) Small-group Guidance

Small-group guidance is an outgrowth of a large-group presentation. In a school situation, scheduling procedures may be explained in a large group, but the actual working out of an individual's schedule can be done in a small-group. Small-group guidance allow students to discuss their own situations and ask specific questions. The large group could be divided into small groups in order to achieve better results.

Emphasis in small-group guidance is on providing educational, vocational and



personal information. Methods, however, concentrate on the discussion aspect rather than on presentation, and efforts are made to involve all members in the interaction. The process is cognitive, stressing both content and skills. Focus is on relating environmental and informational factors to personal goals, values, attitudes and responsibilities. The leader alternatively facilitates group discussion and presents information.

The group is suggested to be between 10 and 15 members for effective concentration and understanding. The sessions range from one half hour to an hour (½ hour - 1 hour) depending on the topic and the needs of group members (Trotzer 1977: P129).

For this study, small group guidance and large group guidance were adopted, because the subjects for the study consisted of students from different departments and faculties which may vary in size and background.

#### (c) Guidance Classes

Guidance classes as a type of group guidance are basically classes taught by the counsellor whose content and structure are based on guidance and counselling principles. They could be elective or core and usually last for one quarter or full semester, during which time students consider personally, relevant topics and information in both an experimental and academic manner, (Kolo, 1990). The main purpose of these classes is to prepare students for a vocational adjustment that is personally satisfying and contributes meaningfully to society.

#### (d) Classroom meetings

Trotzer (1977: P129) discusses three main types of classroom meetings as:

- (1) the social problem-solving meeting for which the goal is to change behaviour.
- (2) the open-ended meeting whose goal is to change thinking and
- (3) the educational-diagnostic meeting whose goal is to determine what students have learned and where weakness still exists.

In the process of classroom meetings, the counsellor serves as a facilitator of the discussion and as a model to the teacher who should be present in the class. Through this, the counsellor helps the teachers develop their own skills. The meeting should be for at least 30 minutes in length but can vary depending on class involvement and topic of discussion. Classroom meetings as a type of group guidance can facilitate the development of productive and positive classroom relationships.

#### (e) Human-relations groups

Human relations' groups as a type of group guidance are means of contributing to the psychological and educational development of both children and adults.

Birnbaum (1969) says that human relations training holds tremendous potential for improving education by dealing with effective components, reducing unnecessary frictions between generations and creating a revolution in instruction by helping teachers to learn how to use the classroom group for learning process. Human relations groups can vary in size from six to twelve (6-12) members while the larger groups are broken down into small sub-groups all under the direction of one leader. Focus is on development of competencies in communication and relationship formation, and the process entails demonstration, experimental involvement in activities and group discussion. Understanding and appreciating individual differences and similarities are stressed. The leader structures and guides interaction and facilitate discussion sessions

which are usually organised in a planned sequence and meet for a set number of times. They usually last one to three hours (1-3) per-session or are arranged in a workshop format of longer time periods. Members benefit from involvement in the sessions because they share in the social skill and knowledge of self and others. These categories of groups are developmental and preventive in nature which can be organised to help individuals understand themselves and their world. Their focus should be on topics, skills and information of a personally relevant nature as to reduce their study behaviour problems.

From the above discussion, the researcher is of the opinion that large group guidance and small group guidance are more advantageous and relevant to the study. This is so because the student population used for the study fits the title of the research, where the concern is with giving out information to students to help them in personal planning and decision making as regards how they can reduce their study behaviour problems. Also, the students from large-group guidance could be divided into small group-guidance to allow them discuss their personal situations and ask questions. The two groups would provide free ground for students to interact and solve their study behaviour problems.

As to other forms of group guidance, such as guidance class, classroom meetings, human relation groups, all these could be touched upon in the process of interaction but need not be used as much as the first two groups (small and large group guidance) due to the nature of the research study being conducted. Also, with regard to the other forms in this sub-unit, the focus of the research work is to find out the effectiveness of group guidance and bibliotherapy techniques in reducing study

behaviour problems. The researcher intends to work with students in groups and not on individual basis.

## **2.6 Techniques of Group Guidance**

Various methods or techniques can be used in conducting group guidance activities. The techniques include group discussion, use of guest speaker, presentation and visits (field trip), use of audio-visual aids and use of career conventions. Kochthar (1999) gave a list of techniques for group guidance activities to include informal discussions, group reports, lectures, dramatics, question box and conference. For this research study, group discussion, handouts and posters were used as techniques for the group activities.

## **2.7 Need for Group Guidance**

Beneath (1963) and Stewart (1970) identify some basic needs for group guidance activities as:

- (a) to disseminate information that will assist students to make effective use of school environment, develop strategy for the attainment of long-term educational and vocational goals and understand the purposes, format and reporting for mass testing.
- (b) provide sources for the discussion of growth and development peculiar to the group.
- (c) to stimulate student's thought about his biological, psychological and sociological worlds.
- (d) Orient the students to the availability of guidance services, purposes of

counselling, and operational procedures of counselling office.

According to Nwoye (1990: P58), the needs for group guidance approach to the students include the following:

1. Situations where much time would be saved by a counsellor attending to hundreds or thousands of students in a given situation or school.
2. In a situation where two or more individuals or clients present themselves for guidance services on matters of very general or very common interest.
3. To help an individual to discover that others have needs and problems that are similar to his/hers. In this cases where such discoveries are made, the individual will know that he is not alone in the problem at hand and also learns to take solace in the group and this will assist such an individual in getting tension and anxiety reduced.
4. Group guidance can be used where the counsellor has noted from experience that students, when left on their own, usually feel shy to present themselves for counselling with the fear that, if they were to do that, their colleagues or mates will see them as those that are having problems or not normal.
5. It will be required in circumstance relating to a situation where it is considered beneficial as a basis for preparing students' minds towards developing some positive feelings for individual counselling when ever they need it. That is, where it will lead to establishing rapport between the counsellor and clients in which trust and confidence in the counsellor by the clients will emerge and further develop positive behaviour of the client towards his activities.
6. Group guidance approach enables the counsellor disseminate educational,

vocational and career information, relevant skills and habits such as how to read, use of library as well as efficient skills for the study opportunities needed by large groups of students in school.

7. As an avenue for giving orientation to students in their new school environment and other areas of life necessary for their personal growth and development while in school and which will enable them live happily.

## **2.8 Elements of Group Guidance**

In conducting group guidance activities, Bach (1959), Barmmer and Shortan (1963), Nwoye (1990) and Ipaye (1990) opine that certain elements have to be considered for its success. Such elements include: Selection of members, Group composition, Size, Physical setting for the group, leadership roles in the group and length and time of session.

### **i. Selection of members for group guidance**

Selection of members for group guidance is based on several factors and personality characteristics as to meet the needs of the students or clients as well as the group. Some of the personality factors include sex, age, intelligence and class which are similar in nature. Taking a decision on the type of people to be included into a group depends on the type of topic to be discussed. Nwoye (1990) opines that some topics can be relevant only to people from a particular class or group such as those in class 3 alone or to those of a particular sex group like boys or girls alone, or topic that can be useful to everybody in the school.

Personality characteristics of students such as intelligence, aptitude, abilities, interest and other personality traits are important factors for consideration in group

selection, as these can affect the dynamics of the group for effective understanding and development of study skills.

## ii. Group Composition

The decision on group membership for group guidance has to be organized along separate sex line or unisex. That is, whether the group is to be mixed on the basis of sex or not will depend on the topic being discussed. For instance, if a topic like sex education is to be discussed, the group will be organised along unisex especially when it will involve students that are under sixteen years of age or teenagers. On the other hand, if the topic involve matters that are sex free like those on how to study, and pass examinations, how to apply for jobs and attend job interviews, decision on composition can be taken without the sex or age of the members being considered. Project work, discussion on social issues could be done in mixed group (Ipaye, 1990).

This study used mixed members because the topic of research involves how to study and pass examinations. This agrees with the view of Ipaye (1990) on such issue. That is a counsellor dealing with hundreds of students of different ages, sex, religion, personality traits, having a similar problems as to assist in changing their behaviour and attitudes positively.

## iii. Size of the group

The element of size of the group in the group guidance activities relates to how many persons should be included in a group. Size is important because it can be a barrier to effective communication. Ipaye (1990) suggested that group guidance could consist of 10 - 150 participants or even more depending on the topic to be discussed, the type of information being given, the specific needs of the students, administrative convenience

and economy. To Jones et al (1970), 10 - 15 members are recommended in small group for more effective discussion. The opinions of Ipaye (1990) and Jones et al (1960) are in agreement with the size of the group that the researcher used for his study.

#### iv. Physical setting

Group guidance is arranged in such a way that all members can participate in a convenient manner. However, the physical setting of the group depends on the type, nature of activities and on the size of the members involved. For effective participation, the setting must be arranged in a way that the group members will be able to see and hear each other easily. For small groups, it is suggested that it could be conducted in circular form to facilitate full view of members, and to prevent creating physical and psychological barriers between individual participants.

In a group that involves a large number of students, a large hall with comfortable seatings/chairs will be required for the conduct of a successful group guidance.

#### v. Leadership roles in the group

Group guidance activity is a directive activity and the emphasis is on information dissemination and sharing of relevant instructional activities and skills with members. The leader of the group has a directive role to play amongst members of the group. He is also expected to ensure that each member of the group takes active participation in the group interactions on topics that are being discussed. That is, each member of the group should have a balance of roles directed towards achievement of the defined goals.



For this research work, the discussion on group guidance issues relates to what the researcher has in mind and would want to find out. The researcher used group guidance as a technique to help students reduce their study behaviour problems. This so because it gives the students a lot of opportunities to share the information and experiences they have acquired from group work so as to enable them solve their common problems (i.e study behaviour problems). Thus, the ideas and opinions of researchers like Jones et al (1970), Ipaye (1990) and Nwoye (1990), were in agreement with what the present research study used in reducing the study behaviour problems of undergraduates of Ahmadu Bello University.

For effectiveness of the technique, the sampled students were divided into experimental and control groups and further sub-divided into small groups centred on presentation and discussion with the members regarding the essential study habits/skills and information that will serve to reduce their study behaviour problems.

## **2.9 Concept of Bibliotherapy**

The concept of bibliotherapy has been defined in different ways by various writers. The definitions range from clinical concept advanced by child therapists to more literary interpretations advanced by professional educators. Amongst the common definitions are the following:  
Smith (1948) in Kolo (1988: P1) describes bibliotherapy as closely paralleling the medical model of diagnosis, prescription and cure, where he says:

Bibliotherapy is the direct application of reading in order to effect changes in character and behaviour. It is based on the assumption that certain type of books "prescribed" for certain behaviour problems because of strong similarity between the characters in the books and the patients will have a curative effect.

Pardeck (1989) defines bibliotherapy as the use of books to help people solve

problems. According to Ehiozuwa (2002), `bibliotherapy is the use of didactic literature to help individuals understand themselves and effect changes in their behaviour through reading of books as a way of healing oneself or solving a problem. He went further to say that bibliotherapy is a dynamic process through which you meet the author in the pages of books, that is, a process of dynamic interaction between literature and the personality of the reader which may be utilized for personality assessment, adjustment and growth.

On their part, Schrank and Engels (1981), define bibliotherapy as guided reading that help an individual gain understanding of the self and environment, learn from others or find solutions to problems. Mamman (1994) defined bibliotherapy as a programme of activity based on the interaction process of media and the people who experience it. In contrast to others' definitions, Mackiewics (1970) in Kolo (1988: P4), defines bibliotherapy as a clinical treatment and more as a natural tool for reaching youngsters who need help. According to him:

Bibliotherapy is help through books, it provides opportunity for youngsters to identify with characters having problems similar to theirs, the social and emotional issues raised in these states can serve as springboard for meaningful discussions of the children's real problems.

He further pointed out that the approach of bibliotherapy promotes an awareness that `no man is an island' and that problems are universal. In this contest, Kolo (1988) quoted Tews (1962) who defines bibliotherapy in more explicit terms as:

A programme of selected activity involving reading materials planned, conducted and controlled as a treatment under guidance of the physician for emotional and other problems. It must be administered by a skilled, professionally trained librarian, within the prescribed purposes and goals.

The important and dynamic factors are the relationships which are established, the patient's reactions and responses and the reporting back by the physician for interpretation, evaluation and direction in follow-up.

For the educational settings, bibliotherapy can be simply defined as the process where the client receive an understanding and acceptance of self and others through books and stories. From its background and the understanding of bibliotherapy, it can be observed that it is an innovative therapy that utilizes books and story telling to help individuals or students cope with their problems and life in general. Bibliotherapy as a technique involves the use of typed handouts, newspapers, scraps, bulletin, that give detailed, self contained therapeutic instructions to the students to improve their study habits and aimed at contributing to the developmental needs of the individual for educational, personal and social development which is also in line with one of the objectives of this current study.

## **2.10 Approaches to bibliotherapy**

Rubin (1978) classified bibliotherapy into three approaches for use. The approaches are:

- i) Institutional bibliotherapy: This refers to the use of literature primarily to educate the individual institutional client. It includes the traditional medical uses of bibliotherapy in which mental hygiene texts are recommended to patients.
- ii) Clinical bibliotherapy: This is the use of literature primarily imaginative with groups of clients with emotional or behavioural problems.
- iii) Developmental bibliotherapy: This simply refers to the use of both institutional and clinical bibliotherapy (imaginative and didactic) literature with groups of

normal individuals. This type of bibliotherapy is designed and led by a librarian, counsellor, teacher and others helping professionals to promote normal and self actualization, or to maintain mental health.

For this study, both clinical and developmental approaches were adopted for use because many of the subjects for the study are normal individuals who are experiencing difficulties in their studies.

### **2.11 Forms of Bibliotherapy**

Kolo (1988), identified five forms of bibliotherapy as follows:

(i) books, (ii) handouts, (iii) brochures, (iv) posters and (v) dailies.

(i) Books

Book materials as form of bibliotherapy are the selected books that are concerned with specific attitude intended to be changed. That is, the books to be selected for reading must be in line with what we intent to change. For instance, if we want to change people's attitude from alcohol, smoking, study habit, then books written on smoking, alcohol, or study habit skills have to be identified and presented to clients or students. Doing so will assist the client/students' understanding of the consequences of the bad habits or anti-social behaviour such as smoking, alcohol, cultism and to try and use some of the techniques others have applied in stopping the bad behaviour. Also, the system assists the students in changing habit or attitudes positively and improve social or educational and vocational problems on their own through the use of books. That is, the technique is a way of healing oneself or help in solving a problem. Reading books as a means of bibliotherapy can be of any kind such as fiction or

nonfiction which can change behaviour or attitude positively.

(ii) Handouts:

Handouts are forms of written material produced for use as bibliotherapeutic materials which could effectively be used for easy understanding of clients or students in assisting them to change their behaviour more positively.

iii) Brochures:

Brochures refer to booklets written by an organization or institution for conveying information to the populace. It usually contains detailed requirements, guidelines, available policies or courses or programmes about an organization or institution for clients' direction. Brochures could be effectively used by organizations or institutions to change client/student's attitude and understanding towards their institutions' programmes and policies.

(iv) Posters

Posters are a form of pictorial text presentations with some short sentences for the clients to see and read. At times, it could only take the form of sentences on posters without necessarily including pictures. Major advantages of posters are that both the literate and illiterate could see the pictures and learn something from them. It could be printed in large quantity with less cost and wider coverage.

(v) Daily Newspapers

In newspapers, columns could be used as a form of bibliotherapy. In such cases, a specific column in the newspaper is assigned a purpose. In this study, structured handouts and posters were used to suit the understanding of the subjects (Kolo, 1988).

## **2.12 Goals of Bibliotherapy**

Many researchers have identified several goals in using bibliotherapeutic approaches to enhance positive changes in behaviour or attitudes. Kolo

(1988) who identified the following three goals of bibliotherapy as:

- (a) to teach a person to think constructively and positively,
- (b) to help people analyse their attitudes and modes of behaviour
- (c) to stimulate an eagerness to find an adjustment to problems that will lessen conflict with society.

He further said that, with the use of any of the bibliotherapeutic techniques, an individual is being helped to resolve his/her immediate problem and also to learn to effect a change in his/her attitude in future. Mamman (1994) summarized the goals of bibliography as that which:

can help the reader to achieve emotional and intellectual insights, can provide opportunities for which identification, compensation and appreciation, can provide link to the external world and contacts with reality, can arrange new interests, can reinforce cultural and behavioural patterns (P.21).

In the same vein, supporting the statement, Schrank and Engels (1981: P143) are of the view that bibliotherapy may be used to develop, change and influence attitudes, interest or to facilitate insight and personal growth. Croby (1965) observes that children begin to appreciate common needs or values and become sensitive to the differences and similarities among people. That is, through bibliotherapy technique an individual will gain a better understanding of his/her own reactions, frustration and conflict which can assist him/her for positive change in behaviour or attitude. In his own contribution to the goals of bibliotherapy, Goltschalk (1998) said that in clinical stance, patients seem to gain a more competitive understanding of their psychological and physiological reactions to frustration and conflict by the provision of information

that was earlier lacking or misunderstood. Likewise, Chevehend (2001), said that the bibliotherapy programme goals include the followings:

- (i) to enhance the healing process
- (ii) to foster family-centred care
- iii) to promote cognitive development and learning
- iv) to stimulate creativity and imagination
- v) to develop positive attitude toward books

He went further to state that the bibliotherapy approach introduces children to touch, the feel, and the sounds of stories for the first time which are key elements in fostering learning.

The use of bibliotherapeutic literature or media materials serve as valuable guides for classroom work and could prompt many students or clients to seek counsellor help to discuss related problems. The approach also assists the individuals to gain greater self-knowledge, as well as opportunities for identification, clarification and insight.

### **2.13 Principles for Effective use of bibliotherapy**

Using bibliotherapeutic technique for changing client's behaviour or attitudes positively require certain basic principles. Kolo (1988) identified the following basic principles;

- (1) That the reading materials to be used in bibliotherapy must address a specific attitude at a time. That is, the reading material should be able to address one problem and solve it at a time.
- (2) The reading materials must be prepared or selected to match the language,

cognitive and reading level of the clients or people concerned.

- (3) The reading materials must be provided constantly. That is, the reading materials which could be either books, handouts and pamphlets must be programmed on regular basis until when the problem is well treated and the desired positive attitude change is noticed.
- (4) The form or type of bibliotherapy initiated for use must be maintained throughout the period of the programme.
- (5) It is advisable that the counsellor using the bibliotherapy materials need to know the audience that the material will be used for. That is, the counsellor needs to know the category of the audience, whether it is going to be young children, adolescents or adults.

Similarly, Brammar and Shostrom (1986) gave the following principles for effective use of bibliotherapy.

- (a) The principle of knowledge of the books or reading materials the counsellor recommends. That is, the counsellor should only refer the clients to the books and reading materials they are familiar with.
- (b) The books or reading materials should be appropriate in content, age, experiences and language level of the client.
- (c) The counsellor should show evidence of confidence in the suggested or recommended reading materials to interest the client and to make sure that he/she accepts the ideas presented in it.
- (d) Timing principles, the counsellor must ensure that his client properly understands and accepts the idea of reading a book or other materials at an appropriate time.



- (e) Discussion of the results of the client's reading is important to ascertain the effect the reading has upon the client. The client can ask questions and points out ideas which are especially valuable.
- (f) Use of smaller amount of reading material rather than larger amount is far more effective for understanding. For instance, for the young children and adolescents, handout or pamphlet is more helpful than a book.

It is believed that when all these and other principles are considered in the process of using bibliotherapeutic techniques for changing clients study behaviour problems, it will bring about positive change in attitudes and behaviour towards their studies.

## **2.14 Factors Affecting Study Behaviour**

Study behaviour problems are problems which students manifest in the course of pursuing their academic studies. As a universal phenomenon, it cuts across all levels of educational system. That is, from primary through secondary to tertiary levels. What is perhaps strange about study behaviour problem is the fact of its increasing high rate in recent years especially among the students of tertiary institution. One of such factors is a result of ineffective approach to study. Duruh (2001) opined that study behaviour problem is poor study practices or approaches to acquiring information especially from books, lectures, the length of time taken, concentration level and thoughts which the individual devotes to understanding of facts and subjects. In the same vein, Ikeotuonye and Bashmir (1993: P3) identified poor concentration at lectures, poor note-taking, and written works, poor study schedule and note-reading, poor study

environment, difficulty in making use of time schedule and sticking to it among others as the major study behaviour problems of students in their studies. The changing values system of the society has also contributed to the students' study behaviour problems. This is because, it is now a society where so much value is placed on material wealth. This has created many social ills ranging from personal-social, educational and psychological problems.

Several factors have been identified by educationalists, counsellors, psychologists and researchers as being responsible for study behaviour problems. Many of such factors are known to influence the study behaviour problems of students. For the purpose of this review, the following factors were discussed: Time planning and management, notes taking, interest, environment, motivation and peer group factors. Others are financial problems and social relationship problems.

#### **2.14.1 Time Planning and Management**

Time planning and management are essential components of the study training programme. Effective time management requires some skills. For effective study habit, a student should prepare or plan a weekly time-table and a daily study schedule which should be strictly followed. Jatto (2003) opines that a time management schedule helps students to develop a daily and weekly routine that will allow him/her to be successful both in University study and in leisure activities. Similarly, Idoji and Oneil (1995)

states that if a student adopts and maintains a planned approach to study, he/she will keep on top of his work, meet his deadline and still have more time left for relaxation and other activities. However, time management is useless if a student does not have good study habits and the key to good study habit is not how long a student studies but how efficiently the time is spent. In tertiary institutions of learning today, one of the major problems students face is how to divide their time for study and other social activities on the campus. Some students do not know how to make proper use of their time while some others have not been able to develop effective study habits and in some cases many students do not know how to take lecture notes. In the university and other tertiary institutions of learning, students are expected to attend all lectures, tutorials, practical classes, seminars, field trips as well as other educational and recreational activities such as sports, debates but majority of the students do not plan their time very well for all school activities. (Vademevdo 1982: P17). When this occurs, it constitutes major study behaviour problems for students and affect their academic performances and their lives on the campus which need quick intervention by an expert or counsellor. Kagu (2000) observes that it is a challenge for counsellors to assist students in planning and managing their time schedule effectively. Students should be guided at the beginning of each semester or session to prepare a timetable or schedule that include all lecture periods, and time for private study and other school activities.

#### **2.14.2 Notes Taking**

Taking clear and accurate note is one of the factors affecting effective study habits. Many students take unnecessary detailed lecture notes and

fail to separate the important parts from less important ones. During the lecture, students should write down their ideas, of how they understand what the lecturer says and not everything that is said by the lecturer. Counsellors should assist the students to acquire and develop note taking skills. Students need to be taught how to jot down important points and ideas during the lectures and be told that corrections of their notes can be made with their colleagues immediately after the lecture. Jatto (2003), suggested the following guidelines for developing and maintaining good note taking skills.

1. To write down the information that is:
  - (a) repeated, (b) preceded by a word like 'important' or information that is written on the chalkboard. This is because it is impossible for a student to write down everything that is mentioned in lecture or class.
2. Listen carefully at the beginning of the class for the lecturer's outline of the hour's discussion.
3. In your note, make sure you emphasize points that are being emphasized by the lecturer by underlining such points. It is also important that you match class notes with the information in text books.
4. After class, don't allow your notes to get too old before you revise them. That is, as soon as possible, read over your notes while the material is fresh in your memory.
5. If you find that re-copying your notes helps you to remember, do it, and do it well.

### **2.14.3 Interest**

Shertzer and Stone (1986) defined the term interest as the "like" and "dislikes" of an individual. It is also explained as the feeling of inventories, concern, or curiosity about some object. It is referred to as a feeling of liking associated with a reaction to a specific thing or situation. It is a feeling that can not be objectively measured, its presence or absence can be revealed only by the statement or action of the individual.

Shertzer and Stone (1986) listed four interpretations of interest as:

1. Expressed interest - This is explained as the verbal profession of interest in an object, task or occupation. For instance, when an individual states that he likes or dislikes, or indifferent to the activity or object in question.
2. Manifest interest -This is synonymous with participation in an activity or an occupation. For example, students who are active in their courses and other school activities such as debate club, dramatic club, sports.
3. Tested interest: This refers to interest as measured by objective tests as differentiated from inventories which are based upon subjective self-estimates. For instance, individuals interest in mathematics or geography should read about development in mathematics or geography than other people.
4. Inventories interest: This refers to the assessment of one's preference for a large number of activities and occupation.

For the purpose of this study numbers 2 and 3 will be more relevant to the study.

#### **2.14.4 Environmental factor**

The environmental factor which include the school physical plan, like the

buildings, the recreational facilities and other basic infrastructures such as text books, teaching aids, the teacher's method of teaching, parental attitude to students and home background can affect individuals' study behaviour positively or negatively. In many related studies, environment has been observed as one of the major factors that influence the behaviour of some students. Kagu (2000) and Makarfi (2002: P22) said that environmental factors such as "climate variations, geographic environment, cultural, social factors, economic system, library facilities, academic activities in schools will affect quality of one's study". Also, Parker (1973) and Ozigi (1992) were of the view that the child from a disadvantaged environment may have missed some experiences necessary for developing verbal, conceptual, attentional and learning skills required for school success.

Students are also deeply affected by the often terribly crowded living conditions , lack of privacy, conflicts and other conditions resulting to negative attitude to study. The absence of a well stocked library in many higher institutions of learning is also a great set- back to the academic pursuit of students. Affirming this, Aina (1985) states that libraries are extremely important to any educational programme in achieving its objectives, but lack of it affects the process of learning. The psychological warmth and concern which students receive from the school and the home also determine the nature and quality of educational and social personal problems faced by the individual in the school environment in the cause of learning. In some institutions of higher learning, students operate under repressive educational administration or autocratic system with absence of social and sports facilities leading to poor and uncreative responses to learning which affects the students' study habits and eventually lead to

study behaviour problems. The problem of low motivation, and low interaction with other students in the school environment result into adjustment problems in the school environment and consequently result into low academic performance. Kolo (1996) said that:

the students who have left their homes for the first time and now living in schools on their own with other students with divert types of problem adjustment. The students may then need assistance in solving the problems which they face in the school environment. P25.

When this type of condition is created by the environment and the school factor, it is hoped that guidance services such as group guidance and bibliotherapy techniques will facilitate social interaction among the students for effective learning to take place. Help suggestion on improvement of structure and social facilities can also be given so as to ensure adequate adjustment in the school environment by the students.

#### **2.14.5 Motivation factor**

Motivation as a concept is derived from a Latin word 'movere' which means to 'move'. It is the force or device behind a person's action which causes a person to begin an activity and to follow it to the end. Generally, it is regarded as all factors that cause and regulate behaviour that is directed towards achieving goals and satisfying needs. That is, what moves an organism to action. Ikeotunoye and Bashmir (1989) refer to motivation as a force within a person which underlines him to seek for some goals. It is a psycho-physiological process usually initiated by some needs. It is further said that motivation energizes and directs behaviour, therefore, an individual must be motivated to learn. In the same vein, Egbochukwu (2000), Rubinstein (1975) and Ikegbunan (2000) said that

motivation is an inner state that energises activities, moves, directs or channels behaviour towards goals. While Robbins (1997) states that motivation is the willingness to exhibit high levels of efforts toward organizational goals as conditioned by the effort and ability to satisfy some individual needs. From the foregoing definitions of motivation, it can be seen as the drive towards the achievement of a set goal and satisfaction that comes up when the goal or outcome has been attained. The school as an organization has its goals to achieve. In order to achieve these goals the students, who are the major inputs in the school system, should be given some kind of encouragement such as provision of good learning environment, the use of material and non-material rewards to motivate learners.

#### **2.14.6 Types of Motivation**

Fowler (1980) and Edigin (2001) gave two types of motivation. These are intrinsic or internal motivation and extrinsic or external motivation.

##### **(1) Intrinsic Motivation**

This is a type of motivation that stems from the individual through feelings of accomplishment or achievement of needs. It is the force that influences an individual by directing his thoughts, which in turn leads to behaviour in a particular situation. The internal motivators include the needs, wants and desires of a person for a particular goals.

##### **(2) Extrinsic Motivation**

This refers to forces which exist outside the individual as well as factors controlled by the super-ordinate. These include recognition, advancement, responsibility, an individual receives from outside of himself/herself.



### **2.14.7 Strategies for Motivating learners**

According to Afe and Egbochukwu (2000) and Edigin (2001), the following strategies can be employed to motivate the learners or students to learn and study more effectively. These are; Creating a conducive learning environment, involving students in the teaching/learning process, effective lesson presentation, prompt and objective evaluation of students' work and use of reward and punishment.

#### **(a) Creating a conducive learning environment**

A threat-free environment stimulates students to learn more effectively for better academic performances. Edigin (2001) opines that teachers, administrators and counsellors should always create a conducive atmosphere for learning by making themselves accessible to their students through free discussion of their needs and worries which can make them learn more effectively.

#### **(b) Good lesson presentation**

The teacher's good presentation of the lesson/lecture is a good motivating force which drives students to learn and study more effectively. Good selection of teaching methods and relevant teaching materials should be used by the teacher to present lessons to help concretising the students' knowledge on what is being taught.

#### **(c) Involving students in teaching/learning process**

Students should not be made to be only passive listeners during teaching process, but as much as possible, they should be involved in the whole process of teaching and learning. This can be done through individual or group assignments or discussion during the lesson. This will give them a sense of belonging and build up their self-concept.

(d) Prompt and objective evaluation of student's work

The teachers/lecturers should endeavour to mark any assignment or test given to the students so that immediate feedback can be granted. Evaluation of students' work either an individual or group should be done with all sense of objectivity.

(e) Use of reward and punishment (reinforcement)

Reward motivates students to learn actively and effectively. Hilgard and Atkinson (1979) affirm this assertion when they stated that a motivated organism will engage in activity more vigorously and more efficiently than unmotivated one. Similarly, punishment inhibits undesirable response can motivate students to learn. When reward and punishment are not properly used, they can have devastating effects on students. Effective learning and study occur only when an individual is rewarded, given incentive or appropriate reinforcement (i.e punishment).

#### **2.14.8 Peer group factor**

Longman Dictionary of contemporary English (1986), defines 'peer' as some people of the same age, social class etc. Peers are usually friends of the same age, status, school, Church or Mosque. According to Denga (1986) a peer group is referred to as a reference group of youngsters with whom the child or individual identifies and takes certain standards or characteristics of behaviour. That is, it is characterized by friends. The most closely knit peer groups are formally found in many secondary schools, colleges and universities where the young people are free to be themselves. Peer group have their own code of ethics, rules and traditions to which members must conform. Peer group influence has been observed as one of the factors that influence study behaviours of students. It is believed that where the peer group influence a student

negatively towards study, such students tend to have lazy or negative attitude to study. They will refuse to attend classes or lectures, do assignments or tests given to them by the lecturers. Denga (1986) is of the view that students' age-mates and older or younger friends exert a positive as well as negative influence on them. He further said that incidence of drug abuse, sexual problems, financial extravagance, smoking, unwholesome dressing habits, truancy, cheating in examinations, premarital sexual experience are often transmitted by veteran members of the peer group. It is also believed that a sound peer group can impose a code of healthy behaviour on members and save them from being engaged in educational, personal and social problems that will have negative result in their study behaviour problems. Also, the peer groups often help the youngster to establish his identity and self-concept for effective learning.

#### **2.14.9 Financial Problems**

Due to lack of planning and effective budgeting of available financial resources, many students of tertiary institutions of learning are exposed to financial problems when they find it difficult to meet their basic needs and expenditures. When this occur, they are faced with a lot of problems concerning the meeting of their financial obligations in school such as daily meals, registration fees, latest clothing materials, shoes, books and other essential needs which will enhance their study. Kolo (1992: P34) opine that students need money to purchase the basic things of life but the problem is how to get the money, when the economic status of parents or guardians can not meet the demands. In the absence of money to cope with the essential necessities, the students are emotionally and

psychologically broken down and it affects their study behaviour and may eventually result into failure and the thoughts of leaving the school environment becomes strong in them.

#### **2.14.10 Social relationship problems**

One of the most important needs of human society is acceptance by various groups and any individual or student who is unable to form a satisfactory relationship with his fellow students faces psychological problems. In higher institutions of learning, social relationship problems arise as a result of inability of students to make and maintain enough social life, especially the new entrants and old students who are mainly adolescent of different ethnic, sex and religious background are the ones mostly faced with this type of problems. This is in line with the views of Kolo (1992) when he says "young people who have problems in making friends or having enough social life are faced with problems of social relationship". When this occur it can lead to study behaviour problems and may lead to withdrawal from school and other anti-social behaviour problems such as drug addiction, cultism, examination malpractice etc.

From the above discussions, some factors have been highlighted as those that may impair student study habits and affect their academic performances.

#### **2.15 Empirical Background**

A number of experimental studies have been conducted with students by many researchers to ascertain the effective use of group guidance and bibliotherapy techniques on academic achievement, attitudinal change and behavioural change with students. In this section therefore, some empirical studies related to this research are cited.

Researchers such as Hoppock (1949), Forrester (1951), Waters (1960) and

Bennett (1964), Kolo (1988) , Mamman (1994), Ehiozuwa (2000), Ordu and Igbrude (2005) in their various researches observed that group guidance activities are not only for attainment of guidance goals but are useful for effective and realistic planning of change of attitude and behaviour. This means that if group guidance programme is well planned and used by the counsellor it will assist students to improve their study habit skills for better grades in their studies or will change students attitude and behaviour towards their study to improve their academic performance.

Heib and Snyder (1967), Kagu (2000) in their studies, found that group study improves both students' study habit skills and their academic performance. This means that group guidance and group discussion can positively influence attitude and change in behaviour of students towards their learning. Hence, reduce study behaviour problems which students experienced.

Gazda (1977) in his work on the effectiveness of group guidance found that using group guidance in institutions of learning (Colleges and Universities) is of increasing interest in effective education and also the need for direct teaching or training in life coping skills. He further recommended teaching of study habit with group guidance to all school students on a regularly scheduled basis, unlike group counselling which is generally recommended for those who are experiencing continuity or temporary problems that information alone will not solve. This implies therefore, that the technique of group guidance makes an indirect attempt to change attitude and behaviour through accurate information with emphasis on cognitive or intellectual functioning. Thereby reducing study behaviour problems of students.

According to Pardeck and Pardeck (1990), group guidance can be a powerful

vehicle for helping to heal emotional problems. They further said that a group approach to learning enhances the total child. That, during the discussion the group approach allows members to share common experiences and problems and lessens anxieties. It can also create feelings of belonging and provide security for individuals who might feel uncomfortable in situation where they are singled out for special attention. This is to say that working in group may lead an individual to develop a different perspective and a new understanding of the problems of others. And so work together towards their common problem of poor study.

In a similar research, Salami and Onyeacho (1998) investigated the influence of group career and group programme in facilitating the vocational maturity of senior secondary school students in Ibadan. The result indicated that it is possible to accelerate the vocational maturity of the students through career guidance programmes in schools and other institutions of learning in order to reduce the problems associated with study and career choice. The finding supports those of previous researches like Ejiougu (1991), Ikeme, (1991) and Huzzo (1996) who found that career education through group guidance activities improved students' vocational maturity.

A study was conducted by Kagu (1999) on the effect of group study habit counselling and academic performance of Diploma students in the University of Maiduguri. From his findings, he concluded that those subjects exposed to group study were able to demonstrate a healthy study habit patterns and improve their academic performance.

Also, researches by Gazella, Goldston and Zimmerman (1971), Fremoun and Ferendler (1978), Lent and Russel (1978) in Kagu (2000) all found in their respective

studies that group guidance and group counselling significantly improve the study habits of students.

Similarly, a number of empirical studies have proved that group work either in guidance or counselling improve students' study habits and reduces their study behaviour problems for better academic performances. From the evidence in literature, group guidance is organised to prevent the development of problems. Its content include educational, vocational, personal-social information not otherwise systematically taught individually in academic course. The emphasis is on providing students with accurate information for use to improve understanding of self and attitude change towards reducing study problems.

Herimingoahous (1954) hypothesized that children reading books suited to their needs through bibliotherapeutic technique would be effective in modifying attitudes and social adjustment. This implies that using bibliotherapeutic materials that relate to their needs and interest during their reading will bring about positive change in their attitudes and social adjustment. Therefore to improve students study behaviour they must be provided with bibliotherapeutic materials that suit their needs.

Bioner (1962) in his review of literature on the usefulness of bibliotherapy technique found that there is little data bearing the usefulness of bibliotherapeutic technique. However, contrary to this view, many psychotherapeutic counsellors and psychologists attest to its usefulness with different groups of people/clients in changing attitude and behaviour. Contributing to the argument on the effectiveness of bibliotherapeutic technique, Gelso and Tetra (1964) used the technique to modify high school students' attitude towards sciences. They found that it is a positive technique in

changing students' attitude towards study of sciences and related courses. That is, not efficacious in changing attitudes and behaviours of students towards study arts and social sciences related courses.

In her description of the benefits of the bibliotherapeutic materials Ganciolo (1965) said that the provision of information and enlargement of interest may be obtained. The writer further said that an individual may gain greater self knowledge, as well as opportunities for identification and insight to problems. This means that provision of accurate information on study strategies through bibliotherapeutic materials will assist students to have knowledge of study problems and how to improve on their study habit.

Similarly, Kontrowitz (1967) among other writers on the bibliotherapeutic technique, provides evidence through the case study materials, that bibliotherapy was useful in helping the adjustmental problems of the slow learners, the emotionally disturbed, and those children with study problems. That is, the bibliotherapeutic technique can be used for different groups of clients/people to modify their behaviour and attitude and enhance their personal-social life adjustment.

Kolo (1988) in his review of the effectiveness of bibliotherapy as a technique for attitude change, found that bibliotherapy is an effective tool for attitude change. He also said that bibliotherapy can be effective for all groups of people that could use it within and outside the school system. That is, be it children, students, or adolescents and adults, for positive change in attitude.

Also, to prove the efficiency of bibliotherapy, Weingarten (1964), in Kolo (1988:10) in his study of children and young adults, investigated the impact of their



reading books on the development tasks that was characteristics of the growth level of the 1,256 individuals in the sample, 60.5% indicated that their reading had contributed to the development of their values and assisted them to understand and cope with life better.

Also, an additional 39.1% noted that reading had changed their behaviour, while 10.68% felt reading had helped them to choose their vocation. Out of the 32.5% who noted they had changed their behaviour as a result of something they had read, 19.9% of them indicated that they had been helped in the solving of their problems through reading. The study therefore confirmed the effectiveness of bibliotherapy materials related to change in behaviour and attitude of students and which also enhances their academic pursuits. This is in line with what the researcher hopes to find.

In their own contribution Spache (1989) and Davis (1978) in their different researches reported success in changing attitudes and values when pupils were asked to respond to specific questions and from these to formulate generalization. In the same vein, Quzts (1991) reported that educators, teachers and counsellors have begun to recognize the increasing need to deliver literacy instruction to those at risk-homeless children and their families. These findings and previous researches clearly confirm the effectiveness of bibliotherapy as important aids to students in helping to improve their study habits and attain better grades. That is, self managing techniques are effective in improving students' study behaviours and grades.

In her study Mamman (1994) tried to test the hypothesis which states that there is no significant difference in the students' level of awareness of the school guidance services/counsellor roles between those exposed to handouts and the control group.

She conducted her research using a sample size of 216 subjects from selected secondary schools. The result proved that there is a significant difference in the students' level of awareness of guidance services/counsellors' role between the group exposed to handouts (bibliotherapy) and the control group. That is, from her findings, it was proved that students with high levels of awareness were those who are exposed to the use of bibliotherapeutic technique. The study therefore confirmed the effectiveness of bibliotherapy technique as related to change in students attitudes and individual behaviour. Therefore, for a student to solve problem of study behaviour and develop effective study habit Skills, he/she must be exposed to the use of bibliotherapy techniques.

She further stated that the result of the study agrees with those of other researchers and psychologists like Biglow et al (1968), Tetra (1964), Schrank (1977) and Kolo (1988) who confirmed the effectiveness of bibliotherapy techniques in changing students attitudes.

In a related study that made use of bibliotherapy and information, Gelso and Makenzie (1973) quoted by Mamman (1994) used the techniques to change students' attitudes towards the counselling centre. In the study, a sample of 260 students was used and these were divided into 3 groups as oral information group, bibliotherapy group and control group. Results indicated that the two methods i.e oral information and bibliotherapy were efficacious in changing students attitude. But the bibliotherapy group, however showed a greater effect in attitude change. This study is reported to have proved that both bibliotherapy and oral information are useful in changing clients' attitude. That being the case, the technique is worth trying in the effort to reduce

study behaviour problems of students and in improving their study habit skills towards enhancing their academic performance.

Furthermore, Schrank (1977) also in Mamman (1994) found that bibliotherapy effected a positive change in children's attitudes towards slow learning. That is, the children who are slow learners were found to learn faster at the end of the experiment. This implies that the children who are slow in their learning were found to learn faster after the experiment using the bibliotherapeutic techniques, means that the technique changes their attitudes towards learning.

Contributing to the discussion on effectiveness of bibliotherapy Ehiozuwa (2002) in his research, investigated the effectiveness of bibliotherapy and information on anxiety and self-concept of primigravidae. The main objective was to find out whether the technique of bibliotherapy is more effective in the psychological adjustment of the subject used. The result indicated that the technique of bibliotherapy was more effective in reducing the subjects' anxiety and enhancing the self-concept of the subjects.

Other studies by Kolo (1988), and Kagu (1999) found that the bibliotherapeutic technique is an effective tool for attitude and behaviour change with all groups of people and recommended use of the method. All the various studies reviewed relates to the focus of the present study because they revealed the efforts in other places in looking for ways to solve some of the study behaviour problems of students and to improve their study habit skills and enhance academic performance.

## **2.16 Empirical Review of student study behaviour problems in Nigeria**

Many researchers have carried out research work on student study behaviour problems and how to make students form good study habits and develop confidence for high academic performance. According to Okon (1988:221), many students in secondary schools, colleges and Universities lack such general skills as the ability to read in a way which encourages understanding or recall of what has been read and also generate new ideas or the development of methods of note-taking which distinguish clearly between what is important and unimportant. Similarly, Ikeotuonye and Bashmir (1989: P7-18) in their research on student academic problems said that students encounter different problems in their study. Some of the problems include the following:

1. Studying for a long time but it does not seem as if any knowledge gain has been observed.
2. Not having enough time for private study
3. Spending a lot of time on some courses or subjects and neglecting or devoting inadequate time to others.
4. Poor concentration during study and getting restless
5. Day-dreaming during study and distracted attention.
6. Difficulty in remembering or recalling what has been read.
7. Poor teacher and counsellor consultation.
8. Wasting a lot of time at the beginning of a study session before settling down to study.
9. Poor attitude towards handling home work and assignments.

In relation to different study behaviour problems identified by various

researchers, it is important to know that different categories of subjects of study require different approaches to study for maximum benefit. Kolo (2001:1), investigated study approaches among secondary school girls in Zaria and Kaduna using two main approaches (active and passive) to study with one hundred and forty-eight (148) students of junior and senior secondary schools. The findings revealed that from counselling perspectives, active and passive approaches to study have no significant difference from the students' responses. The findings further showed that active or passive involvement approaches tend to make one understand the task much better. The results indicated that the two methods were efficacious in improving students study habits. He therefore recommended the two approaches and other guidance study habit techniques for effective study method at different levels. Other similar researches carried out on student study habit skills, study behaviour problems and their academic performance show that pupils in different schools and undergraduate students who have been trained on how-to-study strategies made on the average better grades than other students who spend more time in studying without using techniques or approaches to study.

Also, using group guidance, group counselling and bibliotherapy techniques Odeyemi (1983), Ogunlade (1986), Salami (1987), Oyeboode (1990) and Kutara (1995) to effect improvement in behaviour and attitudes, self-concept, study habits and even academic performance, supporting evidence that the techniques are effective. Ebochuku (1998: P105-116), investigated the effects of guidance techniques and initial/entry career maturity behaviour on self appraisal of secondary school adolescents. In the study, two hundred and fifty-six (256) students were used as sample size. The subjects were divided into four group using a 4 x 2 factorial as research design. Three groups were assigned as treatment groups while the fourth served as the control group. The treatment groups were exposed to career intervention strategies and the fourth group exposed to non-specific

treatment (control group). Results revealed that the main effect of treatment on students competence in self-appraisal was significant. The results further showed that career week based on group discussion was the most effective followed by career games and bibliotherapy showed a greater improvement for fostering competence in self-appraisal among students. The results also indicate that the three guidance techniques are most suitable for fostering self-appraisal in Nigerian school environment and that the initial/entry career making behaviour must not be ignored during career intervention strategies as it may have effect in their study behaviour. This being the case, the techniques are worth trying for reducing students study behaviour problems and enhancing academic performance. Also, Aremu (1998), investigated the effect of two group counselling approaches on the self-concept of selected junior secondary school students. The study was designed to investigate if modelling and cognitive disputing group counselling approaches will significantly improve the low self-concept of secondary school students. In the study, one hundred and twenty (120) students were used as the sample. The findings of the study revealed that students treated with modelling cognitive disputing and a combination of the two packages had improved self-concepts than those students not treated (control group). This shows that modelling group counselling approaches were effective in improving the self-concept of students and change their behaviour and attitude towards their study and improve their academic performance as a result of group counselling techniques. However, Duruh (2001), carried out research on academic need achievement and study behaviour problems of remedial students of Ahmadu Bello University, Zaria. Two hundred (200) students were scheduled as the sample for the study comprising 149 male and 51 female students. The results showed that there is no significant relationship between students study behaviour problems and their academic performance, but poor study behaviour hinders students academic performance, and so she opined that counselling approaches such as group and individual counselling and lectures on effective study method should be organised for students by the school counsellors to remedy students study behaviour problems and thus enhance their academic performances. In the same vein Ehiozuwa (2003) carried out investigation on a preliminary study of the intelligence level and study habits of low academic performing fresh NCE students. Two hundred and forty-six (246) students of Federal College of Education, Zaria were used in the study. The main objective was to determine whether the

subjects' study habit is responsible for their unimpressive academic performance. The findings of the study showed that study skills habit is a major factor responsible for students low academic performance. He opined that counsellors in tertiary institutions could design a programme of action to help the students develop effective study skills, which can be through group or individual counselling and directly teaching students how to study, note-taking, use of library and reading strategies. He recommended that counsellors should help to organise meaningful orientation for fresh students on how to study effectively. The findings have equally show how effective study habit skills through guidance and counselling techniques can reduce student study behaviour problems, if effectively used.

The findings by other researchers such as Leib and Snyder (1967), on effect of group counselling on under achieving and self-actualization, Kagu (2000), on the effect of group counselling on study habits patterns of adult learners: among Nigerian students through counselling: A remedy for mass failure and examination malpractices all found in their respective studies the efficiency of group guidance and bibliotherapeutic techniques in improving the study habit patterns and academic achievement of the experimental (treatment) groups than non-treatment (control group). Krumbotts and Thoresen (1976), used self-monitoring study behaviour as one of the bibliotherapy techniques on how to improve the quantity and quality of study. The technique involves the use of typed hand outs (Bibliotherapy) that give detailed self confessed therapeutic instructions. The results indicate that self-monitoring study behaviour techniques aid students to improve their study habits and attain better grades. In a similar study, Richards (1975) in his controlled treatment study with one hundred and eight (108) students found that using self-monitoring bibliotherapeutic study technique proved to be a useful treatment as adjunct to advice given to students on study skills. Further comparing the technique with advice alone, the results show

that: treatments (M grade = 2.7), attention placebo controls - (M grade = 2.2). (M grade =2.3), and no contact controls (M grade = 2.2). According to this graph, the results support the finding that self-monitoring bibliotherapeutic technique can change study behaviour, as the students that used the self-monitoring plus advice on study skills improved their grades more than those in the group that received advice alone. The result of the study is diagrammatically presented in Fig 2.1.





Also, Kazdin (1974) in a controlled treatment with 96 students using self-monitoring bibliotherapeutic techniques, found that self-monitoring technique can change behaviour of students positively. Further in the study, the students in the groups that used self-monitoring plus advice study skills improved in their grades more than those in the groups that received advice alone.

The studies, investigations and experiments reviewed above clearly indicate that there is relationship between students' study habit skills, study behaviour problems and their academic achievements. The findings also equally show how guidance and counselling techniques can change students' attitude and behaviour towards their study.

A number of studies have shown that group guidance and bibliotherapy techniques in study skills have been useful to students in changing their study behaviours and enhancing academic performance. Kagu (1999) and Ehiozuwa (1997) showed that students who have difficulty in their study pattern and treated with group guidance and bibliotherapy techniques in study skills showed change positively in their behaviour towards study. In another study Nsimobi and Ajuwede (2005) showed that group counselling and bibliotherapy techniques have shown a significant positive change in pre-retirement adjustment of male and female workers. Their study further indicated that bibliotherapy was significantly more effective on pre-retirement adjustment than group counselling. The result of empirical researches have been firmly consistent indicating a positive relationship between study skills and the use of the group guidance or counselling and bibliotherapy techniques in changing behaviour and attitudes of individuals. These findings have contributed to the understanding of study

behaviour problem among students and have shown that students at all levels of education need to be guided to more effective study skill approaches at both secondary and higher institutions of learning. When using group guidance and bibliotherapy techniques to effect change in behaviour, the counsellor should not just ask the students to read recommended texts or materials on study skills, but further engage in indepth discussion with students in groups.

In the review of related literature, it was also found that other factors such as environment, motivation, interest, peer group and finance can have both positive and negative influence on study behavioiur of students. Therefore, for effective study habit to take place, these factors must be looked into so as to improve academic performance of students.

## **2.17 Summary**

In this chapter, an attempt has been made to examine the meaning of group guidance, forms of group guidance, techniques in using group guidance and the need for group guidance. Also, the concept of bibliotherapy technique, approaches to bibliotherapy, forms of bibliotherapy and goals of bibliotherapy techniques were discussed.

The second part of the chapter reviewed literature on factors affecting study behaviours. Such factors include time planning and management, note taking, interest, environmental factor, as well as motivation factor.

Finally the chapter examined researches written on effective use of bibliotherapy and group guidance techniques as tools of aiding study habit. Most of the studies reviewed shared the conviction that bibliotherapy technique and group guidance activities could effectively be used to reduce students study problems and thus enhance their academic

performances.

By the virtue of the importance of the group guidance and bibliotherapy techniques in reducing study behaviour problems of students, it then becomes necessary for the lecturers and counsellors in teaching students in groups effective methods and techniques study habits to assist them at different levels of learning in their study efforts and enhance their academic performance.

## **CHAPTER THREE**

### **3.0 METHODOLOGY AND PROCEDURES**

#### **3.1 Introduction**

This chapter discusses the research design. It described the population, sample and sampling procedure for the study, research instruments, the validity and reliability of the instruments, the administration of the instruments, the statistical procedure for data analysis and summary of the chapter.

#### **3.2 Research Design**

There are various research methodologies or techniques that a researcher can employ in collecting, interpreting and analysing information based on the nature of the problem to be investigated. This study is an experimental research. An experimental research is described as studies which involve the description, comparison and analysis of data under controlled condition. Denga (1990: P164); Akinboye (1998: P45) and Kolo (2003: P24). These are the studies which attempt to expose one or more experimental groups to one or more treatment in order to establish cause - and effect relationship. The study used the non-equivalent pre-test post-test control group quasi experimental design. The design involved random assigning of subjects to groups (treatment and control groups) where both groups are pre-tested and also post-tested. The purpose of using this type of experimental design agrees with (Akinboye (1998: P45), Denga (1998: P164), Kolo (2003: P24) and Abubakar (1999) that experimental design is to "investigate possible cause and effect as well as relationships between two or more variables by applying the treatment which cannot be resolved through mere

observation or description". The non-equivalent pre-test post-test control group design was chosen for the purpose of this study because according to Kolo (2003:P23) the design gives the researcher an advantage to perform different types of analysis of the data in making valid inferences and controls most of the threats to internal validity. Also, the pre-test scores was used in selection of subjects to be used for the study, as what was adopted for selection of subjects for present study. The pre-test scores were used in describing the behaviour or attitudes of subjects before treatment. However in using the design the researcher was in the generalizing the issues and the control of independent extraneous variables. In the design, the subjects were randomly assigned into two groups as experimental group and control group. The subjects were treated with two counselling techniques (group guidance and bibliotherapy). The design is symbolically represented and illustrated in table 3.1 below.

Table 3.1 Equivalent control group design Pre-test - Post-test control design

Group 1	R	O <sub>1</sub>	X <sub>1</sub>	O <sub>2</sub>	E
Group 2	R	O <sub>3</sub>	-	O <sub>4</sub>	C
Group 3	R	O <sub>5</sub>	X <sub>2</sub>	O <sub>6</sub>	E

Where:

O<sub>1</sub>, O<sub>3</sub> and O<sub>5</sub> refer to the observations before commencement of the experiment (i.e - pre-test)

O<sub>2</sub>, O<sub>4</sub> and O<sub>6</sub> refer to the observations after the experiment treatment (i.e post- test).

X<sub>1</sub>, and X<sub>2</sub> represent the experiment treatments.

As could be seen from the table above, the design involved three groups. Two received treatment and the other received no treatment. The group that received the treatment is referred to as treatment group while the one that received no treatment is referred to as the control group.

The researcher, from the pre-test result was able to map out those students who have study behaviour problems and thereafter, select randomly the students who fall under control group and those in experimental group. The control group was secluded from the experimental group so as to avoid information leakage. The experimental group was exposed to group guidance and bibliotherapy. After the treatment the groups were given post-tests. That is, the groups that received treatment (experimental group) and the group without treatment (control group) were both post-tested.

The scores obtained from pre-test and post-test were analysed for relative effectiveness of the techniques.

### **3.3 Control of Extraneous Variables**

A number of measures were adopted to control those variables that have significant influence on dependent variables, in order to control the flow of information from treatment group to the control group. The subjects who fully registered for course(s) at the departmental and faculty levels were selected as the respondents and only subjects who had study behaviour problems were used in the research. Also, the guidance counsellors and lecturers who are skilled in assisting students on how to reduce their study behaviour problems and other related academic problems were used as the research assistants.

During the administration of the instruments, subjects were assisted in words or phrases in the Self Assessment Study Inventory (SASI), they found difficult. Furthermore, during the treatment, the researcher made effort to use simple and clear words to ensure that all subjects understood whatever he said during the session.

### 3.4 The Population

The population of this study is twenty one thousand five hundred and nineteen (21,519). This was the number of registered undergraduate students on full time programme in Ahmadu Bello University, Zaria during the 2002/2003 academic session. This comprised males and females with an average age of 18 years. The table below illustrates the total number of students.

Table 3.2 Distribution of the population by sex of the students for 2002/2003 academic sessions.

Faculty	Male	Female	Grand Total
Administration	3303	1241	4544
Agriculture	375	147	522
Arts	888	859	1747
Education	970	419	1389
Engineering	2125	160	2285
Environmental Design	839	246	1085
Law	990	503	1493
Medicine	700	359	1059
Pharmaceutical	410	334	774
Science	1735	871	2606
Social Science	2150	1047	3557
Veterinary Medicine	393	95	488
Total	14878	6281	21519

Source: The academic planning office (SIM Unit) 2004. Ahmadu Bello University, Zaria.

The choice of the University population for the study was because of its cosmopolitan nature. That is to say the University population cuts across



all states of the Federation and sub-Saharan African countries.

### **3.5 Sample Size and Sampling Procedure**

Two types of sampling procedures were used to draw the sample size for the study. This include proportional sampling which involves selecting units at random from each stratum (faculty) in proportion to the actual size of the population, and the sample random sampling technique in which each member of the population has an equal chance of being selected to represent the population. This technique was used to select the respondents in each of the level (200 and 300 levels) of the students. A table of random numbers was used to select the subjects for the study (Krejice 1970).

The second stage of the sample was carried out by the use of qualifying examination (pre-test). Here, three hundred and sixteen (316) students who successfully passed the qualifying examinations were selected as the final sample for the study. The qualifying examination consists of a standardized self assessment study inventory (SASI). After the sample was drawn, the students were randomly divided into two groups, namely treatment group (tmt) and control group. Male and female students were given equal chance of being selected and as such male and female students were selected as sample.

Also, different age groups that form the sample were all given equal chance in the random selection of the sample. Two sampling procedures are used because of different faculties and levels involved. The instrument self assessment study inventory (SASI) was administered to the subjects during their lecture periods.

Table 3.3 Cut-off Point Table

Topic	Expected	Cut-off Proportion
Study Aims	50	30
Study Approach	50	30
Study Time Management	60	42
Total	160	102

Reason for using  $30/50$  (60%) as a cut-off point was because human behaviour is better rated as credit and above in order to form acceptable norms ( Neale, J.M. & Liberty, R.M. 1980).

**Table 3.4: Distribution of Sample Size by Faculties**

S/No	Faculties	Experimental Group		Control Group	
		Frequency	Percentage	Frequency	Percentage
1	Administration	25	14.7	25	15.1
2	Social Sciences	25	14.7	24	14.5
3	Arts	15	8.8	15	9.0
4	Agriculture	6	3.5	5	3.0
5	Education	15	8.8	15	9.0
6	Engineering	17	10.0	17	10.2
7	Environmental Design	9	5.3	8	4.8
8	Law	10	5.9	10	6.0
9	Medicine	12	7.1	11	6.6
10	Pharmacy	6	3.5	6	3.6
11	Sciences	25	14.7	25	15.1
12	Vet. Medicine	5	2.9	5	3.0
	Total	170	100.0	166	100.0

The sample size consist of 200 and 300 level students from all the twelve (12) faculties of the university. It was expected that the subjects coming from different cultures, religious and socio-economic background are bound to interact and exchange ideas, views and problems in their departments and faculties.

### **3.6 The Treatment Sessions**

The procedure for treatment sessions was carried out in three phases. The steps taken for the session are given below.

#### **First Phase**

Pre-treatment (pre-test) phase

In the first phase, all the subjects were divided into two groups-namely, experimental group and control group and the two groups were given the pre-treatment (pre-test) where the Self Assessment Study Inventory (SASI) was administered to them during the regular lecture period which lasted for about an hour.

#### **Second Phase**

Treatment Phase

The second phase which was treatment phase, was conducted as counselling session. The experimental group was further divided into groups according to the kind of treatment given to each group namely, group guidance and bibliotherapy techniques. Within the period, groups were trained in study skills that covered three specific areas of study habits as contained in the SASI instrument. In the group guidance, the treatment took the form of group discussion on study technique, with bibliotherapy technique. Each subject in the group was given the bibliotherapeutic handouts for

treatment on study habits on SASI instrument. The treatment session lasted for eight weeks, meeting twice in a week. At the end of each session, the students were allowed to study before they were subjected to a post-test. During the period, the control group received placebo treatment for the same period.

### **Third Phase**

#### Post-treatment (Post-test) Phase

The post-treatment (post-test) as the last phase where the SASI instrument was again further administered to both control group and experimental group. That is, all the subjects in both groups were given a post-test and the responses were appropriately scored and subsequently used in the data analysis.

### **3.7 Instrumentation**

Self Assessment Study Inventory (SASI) developed by Kolo (2003) was used for data collection in this study. The instrument contain four sections. The first section (section A) sought demographic information of the respondents and contained items such as name of institution, department, sex and level of study of the subjects. The second section (section B) contained items concerning the study aims, while (section C) was for study approach and (section D) contained items on study time management. Each of the subjects was rated on how he/she experienced study problems with respect to the items.

#### **3.7.1 Scoring of the Instrument**

All the items in sections B, C, and D of the instruments were rated on a five-point likert attitude scale as indicated below:

## **SECTION B**

Not important to me = 1

Just important to me = 2

Of some importance to me = 3

Important to me = 4

Very important to me = 5

## **SECTIONS C & D**

Not true of me at all = 1

True of me sometimes = 2

True of me occasionally = 3

True of me always = 4

Very true of me always = 5

The subject indicated their responses on each statement or question by marking (x) or tick (✓) in the appropriate space against their choice of answer. The sum value obtained by the subject represented his/her study behaviour problem scores.

### **3.7.2 Bibliotherapeutic Handouts**

Four (4) bibliotherapeutic handouts were used in this study. They were given to the subjects in the experimental and control groups. The four (4) handouts were titled C1 aims of studying, C2 study approach, C3 time and place management and C4 techniques for study (See appendix I, ii, iii and iv).

The bibliotherapeutic was divided into four parts. The first hand out C1 gave a detailed information on aims of study, the second one C2 gave information on approaches to study, the third, C3 on time management and place of study. The fourth

handout C4 gave information on general techniques for effective study.

The researcher drew materials from the self assessment study inventory (SASI) (Kolo, 2003).

### **3.7.3 Validity and Reliability of the instruments**

According to Kolo (2003), the self assessment study inventory (SASI) scale, has a split-half reliability coefficient of .85, .70 and .82 correlation for sections B, C and D respectively. Thus, the instrument administered to the three hundred and thirty six (336) subjects from the twelve faculties of Ahmadu Bello University, Zaria was found to have a high reliability coefficient of 0.79, the instruments were therefore, considered to be reliable. Also the instruments used were a set of standardized test inventory of which its validity was been established.

However, the researcher still went further to contact experts in the field who ascertained that instruments were highly valid for the purpose for which it was meant - face, content and construct wise.

### **3.8 Administration of the Instrument**

The instrument self assessment study inventory (SASI) was administered to the two groups (Experimental and control groups) before and after treatment that was pre-test and post-test. The subjects in the experimental group received lesson on study habit using the bibliotherapeutic handouts by group guidance method. The researcher disseminated information on aims of study, study approaches, time management and place of study as well as information on general techniques for effective study habits. The lesson on effective study habit skills to the experimental group lasted for eight (8) weeks at the rate of two periods of lesson per week. The control group received no treatment on study habit skills but received placebo treatment.

At the end of the training, a post-test was administered to both groups (experimental and control groups). The responses were appropriately scored and subsequently used in data analysis. The administration of the research instrument Self Assessment Study Inventory (SASI) were conducted at different faculties of Ahmadu Bello University, Zaria by the researcher and two research assistants who are guidance counsellors, as well as the assistant dean undergraduates of each faculty of Ahmadu

Bello University, Zaria.

The researcher liaised with the lecturers, and their lecture periods were used to administer the instruments to the randomly selected students.

### **3.9 Method of Data Analysing**

The statistical method employed for analysing the data collected for this study included descriptive and inferential statistics. The descriptive statistics such as mean, standard deviation, frequency and percentages were used for answering the basic research questions. The inferential statistics were used to test the hypotheses as follows:

1. The independent t-test to test the hypotheses involving comparison between the pre-test and post-test scores of the subjects using the various faculties.
2. The independent t-test to test the hypotheses involving comparison between the scores of control and experimental groups.
3. F-test-One-Way Analysis of Variance (ANOVA) to test hypotheses requiring comparison of scores among faculties.
4. Scheffe's test ( $F_s$ ) after F-test to determine where the significant differences lies amongst the level and faculties with the aid of f-test (ANOVA).

### **3.10 Summary**

In this chapter, research design, the study population, sample size and sample procedure were discussed. Other areas were treatment sessions, instrumentation, validity and reliability of the instrument, administration of the instrument and method of statistical analysis used in analysing the data. The study focused on the Main and Kongo campuses of Ahmadu Bello University, Zaria. The sample was drawn from the twelve faculties

across the two campuses of the University.



## **CHAPTER FOUR**

### **DATA ANALYSIS AND DISCUSSION**

#### **4.1 Introduction**

Data collected for this study were statistically analyzed in this chapter. In the course of the analysis, items relating to particular objectives were grouped together in the same table. The tables were presented according to the groups (Experimental and control) used in the study. For ease of understanding the means and standard deviations for each item were presented in different tables combining the two groups. The hypotheses were tested in the chapter and effort was made at proffering some solutions to the questions raised in the study. At the end of the chapter, a discussion of the findings was presented in relation to the questions and objectives of the study.

#### **4.2 Demographic/Descriptive Data**

A total of three hundred and thirty six (336) students were involved in this study. One hundred and seventy (170) of them were in the experimental group while one hundred and sixty-six (166) of them were in the control group. Both groups were selected from the twelve (12) faculties in the Ahmadu Bello University. The computation of each group's distribution was independent of the other group. Table 4.1 shows the distribution of the students by their faculties. An attempt was made at getting a proportionate representation from each of the faculties and both groups were equally selected to enable a true representation of the students in the faculties. The faculties of Administration, Social sciences and Sciences had the largest group of students. They had 25 subjects each in the experimental group. While in the control group, Social

sciences had 24 subjects out of the three faculties who successfully completed the questionnaire and were therefore, used.

**Table 4.1: Respondents' classification by their faculties**

S/No	Faculties	Experimental Group		Control Group	
		Frequency	Percentage	Frequency	Percentage
1	Administration	25	14.7	25	15.1
2	Social Sciences	25	14.7	24	14.5
3	Arts	15	8.8	15	9.0
4	Agriculture	6	3.5	5	3.0
5	Education	15	8.8	15	9.0
6	Engineering	17	10.0	17	10.2
7	Environmental Design	9	5.3	8	4.8
8	Law	10	5.9	10	6.0
9	Medicine	12	7.1	11	6.6
10	Pharmacy	6	3.5	6	3.6
11	Sciences	25	14.7	25	15.1
12	Vet. Medicine	5	2.9	5	3.0
Total		170	100.0	166	100.0

These three faculties were followed by Engineering, Education and the faculty of Arts with 17 and 15 subjects each for Arts and education respectively. Other faculties as indicated in the table were proportionately represented.

Table 4.2 shows the age classification of the students in the two groups.

**Table 4.2: Classification of the subjects by their age ranges**

Age range	Experimental Group		Control Group	
	Frequency	Percentage	Frequency	Percentage
Below 20years	50	29.4	47	28.3
20 – 30years	100	58.8	110	66.3
Above 30years	20	11.8	9	5.4
Total	170	100.0	166	100.0

Majority of the subjects were within the age ranges of 20 and 30years (58.8% in the experimental group and 66.3% on the control Group). While the remaining few in two groups were either below the age range of (20-30yrs) or above as can be seeing in Table 4.2 above.

Table 4.3 shows the gender classification of the subjects.

**Table 4.3: Classification of the subjects by their sex**

Sex	Experimental Group		Control Group	
	Frequency	Percentage	Frequency	Percentage
Male	88	51.8	83	50.0
Female	82	48.2	83	50.0
Total	170	100.0	166	100.0

The table shows that both males and females in the faculties were equally represented in the control and the experimental groups. In all the cases, 50% of each group constituted a particular sex. Thus in the control group, the distribution was 50% male and 50% female and in the experimental group 51.8% of the subjects were male while the other 48.2% were females.

Table 4.4 shows the subjects by their respective level of study in the university.

**Table 4.4: Classification of the subjects by their level of study**

Level of study	Experimental Group		Control Group	
	Frequency	Percentage	Frequency	Percentage
200 level	176	52.3	176	52.3
300 level	160	47.6	160	47.6
Total	336	100.0	166	100.0

The distribution of the students by level in table 4.4 shows that 176 (52.3%) of the two groups were in 200 level in the university. While 160 (47.6%) of the total subjects in each group were in 300 level.

**4.3 Description of Instrument: Self-Assessment Study Inventory (SASI) Kolo 2003**

Explanation of the table used for analysis of the research materials.

The instrument has four sections. Section A is for the biodata of the respondent which can be re-designed to include as many variables to the section as design by the user.

The second section have 10 items on the study aims of which the respondent can respond to on a five point likert scale. These aims are either passive or active study aims. Items 1,7,8,9,10 are indicative of passive aims while items 2-6 are active study aims.

In the third section, the approaches to study which could be either passive or active are measured. There are ten items also to be responded to on a five point likert scale. All odd items measure the passive approach which the even items assess the active approach to study.

The last section of the inventory is for study time management. This section has fourteen (14) items on it to be responded to in a five point likert scale also. Psychological Test Manual (Kolo P.10: 2003).

**Table 4.5: Aims of Study**

Item	Statement
1,7,8,9 and 10	Passive Aims of Study
2,3,4,5 and6	Active aims of study

**Table 4.6: Approaches to study**

Item	Statement
1,3,5,7 and 9	Passive Approach to Study
2,4,6 8 and 10	Active Approach to Study

**Table 4.7: Time Management**

Item	Statement
1,2,5,6,7,8 and 13	Positive Statements
3,4,9,10,11,12 and 14	Negative Statements

Table 4.8 shows the frequencies and percentages of the subjects in the experimental groups' rating for the aims of studying. The figures in bracket are the percentage expressed on the total of the subgroup.

**Table 4.8: Subjects responses to aims of studying (Experimental Group)**

S/No	Items	Not important	Just important	Some importance	Important	Very important
1	Remember the points or facts only	22 (12.9)	22 (12.9)	45 (26.5)	48 (28.2)	33 (19.4)
2	Understand well enough the points only	9 (5.3)	17 (10.0)	41 (24.1)	66 (38.8)	37 (21.8)
3	Understand the details to help me present facts	9 (5.3)	8 (4.7)	21 (12.4)	53 (31.2)	79 (46.5)
4	Allow me to argue my points well	13 (7.6)	16 (9.4)	36 (21.2)	51 (30.0)	54 (31.8)
5	Let me discuss with enough facts	4 (2.4)	13 (7.6)	31 (18.2)	64 (37.6)	58 (34.1)
6	Let me show my understanding of subject	5 (2.9)	13 (7.6)	29 (17.1)	54 (31.8)	69 (40.6)
7	To pass my examinations only	27	26	38	49	30

		(15.9)	(15.3)	(22.4)	(28.8)	(17.6)
8	Let others know that I am working hard	64 (37.6)	24 (14.1)	32 (18.8)	28 (16.5)	22 (12.9)
9	Let others know that I am a serious student too	71 (41.8)	25 (14.7)	32 (18.8)	20 (11.8)	22 (12.9)
10	Just to spend the time planned for reading	44 (25.9)	20 (11.8)	44 (25.9)	29 (17.1)	33 (19.4)

Table 4.8 above, on aims of study for the experimental group, reveals that the respondents had the highest rating on items 4 and 2 to have active aims of study which are “allow me to argue my points well”, and “understand well enough the points only” as very important aim of study to enable them achieve their academic performance. This shows the respondents to be active. The result also indicates that items 3 and 5, which states that, “understand the details to help me present facts” and “let me discuss with enough facts” as their passive aims of study. These are all important reasons which students need to be aware of so as to achieve their academic performance.

Important aspects of the respondents ratings are “argue my points well and understand the points”. Items 3 and 5 understand details and discuss with enough facts as the important aims of study, which are passive. The finding is consistent with that of Idoji (1998) which states that infers relationship exist between study aims of students and their academic performance.

**Table 4.9: Subjects responses to aims of studying (Control Group)**

S/No	Items	Not important	Just important	Some importance	Important to me	Very important
1	Remember the points or facts	41	38	42	30	15

	only	(24.7)	(22.9)	(25.3)	(18.1)	(9.0)
2	Understand well enough the points only	22	33	63	35	13
		(13.3)	(19.9)	(38.0)	(21.1)	(7.8)
3	Understand the details to help me present facts	15	27	41	51	32
		(9.0)	(16.3)	(24.7)	(30.7)	(19.3)
4	Allow me to argue my points well	20	39	42	38	27
		(12.0)	(23.5)	(25.3)	(22.9)	(16.3)
5	Let me discuss with enough facts	14	34	40	48	30
		(8.4)	(20.5)	(24.1)	(28.9)	(18.1)
6	Let me show my understanding of subject	19	27	44	48	28
		(11.4)	(16.3)	(26.5)	(28.9)	(16.9)
7	To pass my examinations only	35	31	59	28	13
		(21.1)	(18.7)	(35.5)	(16.9)	(7.8)
8	Let others know that I am working hard	67	28	27	33	11
		(40.4)	(16.9)	(16.3)	(19.9)	(6.6)
9	Let others know that I am a studious student too	68	21	42	27	8
		(41.0)	(12.7)	(25.3)	(16.3)	(4.8)
10	Just to spend the time planned for reading	50	23	33	34	26
		(30.1)	(13.9)	(19.9)	(20.5)	(15.7)

Similarly, Table 4.9 above on aims of study of control group shows respondents highest rating of active items to be 2, 8 and 10 which states that "let others know that I am working hard", "understand well enough the points only" and just to spend the time planned for reading as being passive. These may be so because the respondents do not know why they are studying. In addition, items 9,7 and 3 are highest ratings of the aims of study of respondents which are "let others know that I am a studious student too", "to pass my examinations and understand details to help me present facts" are passive ratings of aims of study. This is so because the respondents do not have any aims of study in mind. This notion of aims of study to students is just to while away the time planned for study. Important aspects of the respondents ratings are: others to know, understand well enough the points, and spend time planned for reading as active aims of study for control group. Other important aspects of the

respondents ratings are: others to know, pass examinations only and understand details so as to present facts, as passive aims of study for the control group. This means that the notion of aims of studying to students is just to spend the time already planned for studying.

**Table 4.10: Mean scores of the two groups on aims of studying.**

S/N o	Suggested Aims of studying	Experimental Group		Control Group	
		Mean	SD	Mean	SD
1	Remember the points or facts only	3.282	1.279	2.639	1.280
2	Understand well enough the points only	3.648	1.084	2.904	1.119
3	Understand the details to help me present facts	4.088	1.119	3.349	1.220
4	Allow me to argue my points well	3.688	1.227	3.078	1.265
5	Let me discuss with enough facts	3.935	1.021	3.277	1.219
6	Let me show my understanding of subject	3.994	1.074	3.235	1.240
7	To pass my examinations only	3.171	1.328	2.717	1.200



8	Let others know that I am working hard	2.529	1.456	2.355	1.357
9	Let others know that I am a studious student too	2.334	1.449	2.313	1.288
10	Just to spend the time planned for reading	2.924	1.451	2.777	1.462

Table 4.10 shows mean scores of experimental and control groups on aims of study. The two groups highest ratings on aims of study mean scores are items 6 and 4 which shows agreement i.e. Let me show my understanding of subjects and allow me to argue my points well - to be their active aims of study. While item 3 shows agreement of highest ratings mean scores of experiment and control groups aims of study. This indicates a passive aims of study by the respondents that is just to get facts and not acquire knowledge. The respondents ratings in both groups reveals that they have an idea of why they are studying.

The important aspects of the mean scores of experimental and control groups highest ratings are: items 6 and 4 i.e show understanding of subject and argue points well as active aims of study, while item 3 reveals highest ratings of the experimental and control groups agreeing that the important aspect of aims of study that is passive understands so as to present facts. The combination of experimental and control groups mean scores shows that the active and passive aims of studying to the respondents have a conscious acceptance . Similarly the finding is consistent with the findings of Kolo (2001) that no significant difference exists between passive and active approaches to study and also between the junior and senior secondary girls at Samaru

and Kawo.

**Table 4.11: Subjects responses to study approach (Experimental Group)**

S/No	Items	Not true of me at all	True of me sometimes	True of me occasionally	True of me always	Very true of me always
1	I always want to recall the facts from my study	8 (4.7)	29 (17.1)	16 (9.4)	69 (40.6)	48 (28.2)
2	I always want to understand what I am studying	5 (2.9)	3 (1.8)	21 (12.4)	53 (31.2)	88 (51.8)
3	I am interested in accepting the ideas already given in the book/note when I am studying	21 (12.4)	40 (23.5)	36 (21.2)	45 (26.5)	28 (16.5)
4	In my study, I always want to know the reason behind each point I come across	3 (1.8)	21 (12.4)	40 (23.5)	51 (30.0)	55 (32.4)
5	I always study in order to meet the examination or test requirements	36 (21.2)	50 (29.4)	31 (18.2)	30 (17.6)	23 (13.5)
6	I always try to relate what I study now with what had earlier been studied in the subject	16 (9.4)	25 (14.7)	40 (23.5)	43 (25.3)	46 (27.1)
7	I do not worry about the	84	27	18	29	12

	reason behind my studying	(49.4)	(15.9)	(10.6)	(17.1)	(7.1)
8	I always relate ideas in my study to each other	14	26	24	64	42
		(8.2)	(18.3)	(14.1)	(37.6)	(24.7)
9	I only memorize facts when I am studying	35	30	48	30	27
		(20.6)	(17.6)	(28.2)	(17.6)	(15.9)
10	I do not always examine the argument put forward as to have many other studies to do.	7	22	26	50	65
		(4.1)	(12.9)	(15.3)	(29.4)	(38.2)

Table 4.11 shows respondents ratings on study approach of experimental group reveals active highest ratings of items 2, 4, and 6 i.e I always want to understand what I am studying, in my study, I always want to know the reason behind each point I

come across and I always try to relate what I study now with what had earlier been studied on the subject. This indicates that the experimental group have a positive approach to study. While items 7, 1 and 3 i.e I do not worry about the reason behind my study, I always want to recall the facts from my study and I am interested in accepting the ideas already given in the book or note, when I am studying. This indicates passive approach to study. These shows that even among the treatment group, some are yet to feel the impact of the treatment package given to them.

The important aspects of the highest ratings of respondents in experimental group on study approach are items 2, 6 and 4 i.e. want to understand and relate what studying now with what had earlier been studied, know reasons behind each point reveals active study approach for academic performance. The probable explanation to this is that Self Assessment Study Inventory (SASI) on study approach used for the

treatment package was loaded with many study skills that is, the package is so wide that it include study skills that are required for effective studying.

While items 7, 1 and 3 highest ratings on study approach shows passive approach to study by the respondents to be as follows: does not worry about reasons for study, recall facts and interested in accepting facts.

**Table 4.12: Subjects responses to study approach (Control Group)**

S/No	Items	Not true of me at all	True of me sometimes	True of me occasionally	True of me always	Very true of me always
1	I always want to recall the facts from my study	17 (10.2)	38 (22.9)	43 (25.9)	37 (22.3)	31 (18.7)
2	I always want to understand what I am studying	11 (6.6)	20 (12.0)	31 (18.7)	44 (26.5)	60 (36.2)
3	I am interested in accepting the ideas already given in the book/note when I am studying	26 (15.7)	46 (27.7)	51 (30.7)	35 (21.1)	8 (4.8)
4	In my study, I always want to know the reason behind each point I come across	11 (6.6)	37 (22.3)	52 (31.3)	40 (24.1)	26 (15.7)
5	I always study in order to meet the examination or test requirements	37 (22.3)	64 (38.6)	34 (20.5)	20 (12.0)	11 (6.6)
6	I always try to relate what I study now with what had earlier been studied in the subject	17 (10.2)	38 (22.9)	41 (24.7)	47 (28.3)	23 (13.9)
7	I do not worry about the reason behind my studying	78 (47.0)	35 (21.1)	28 (16.9)	18 (10.8)	7 (4.2)

8	I always relate ideas in my study to each other	22 (13.3)	42 (25.3)	50 (30.1)	33 (19.9)	19 (11.4)
9	I only memorize facts when I am studying	40 (24.1)	46 (27.7)	34 (20.5)	33 (19.9)	13 (7.8)
10	I do not always examine the argument put forward as to have many other studies to do.	20 (12.0)	44 (26.5)	33 (19.9)	48 (28.9)	21 (12.7)

Table 4.12 shows response of control group on study approach. The highest ratings of respondents on items 2, 4 and 8 are ... I always want to understand what I am studying, in my study I always want to know the reason behind each point I come across and I always relate ideas in my study to each other, indicates active approach study. The respondents indicate a strong approach to study despite the fact that they did not receive any treatment package.

While items 7, 5 and 3 i.e. I do not worry about the reason behind my study, I always study in order to meet the examinations or test requirement and I am interested in accepting the ideas already given in the book or note when I am studying. This indicates passive approach to study. The respondents rating to study approach shows that they are just studying without making any effort on their part.

The important aspects of control group highest ratings on study approach are on items 2, 4 and 8 i.e to understand, I am studying, to know reason behind each point and relate ideas to each other. This reveals respondents ratings of items to be active towards approach to study.

While items 7, 5 and 3 shows important aspects of control group highest ratings on study approach which indicates negative study approach to be: does not worry about reason for study, study to meet examination/test requirement and interested in

accepting given ideas.

**Table 4.13: Mean scores of the two groups on study approach.**

S/No	Items	Experimental Group		Control Group	
		Means	SD	Means	SD
1	I always want to recall the facts from my study	3.706	1.185	3.163	1.262
2	I always want to understand what I am studying	4.271	0.983	3.735	1.251
3	I am interested in accepting the ideas already given in the book/note when I am studying	3.112	1.285	2.717	1.111
4	In my study, I always want to know the reason behind each point I come across	3.788	1.083	3.199	1.151
5	I always study in order to meet the examination or test requirements	2.729	1.340	2.422	1.156
6	I always try to relate what I study now with what had earlier been studied in the subject	3.459	1.289	3.127	1.212
7	I do not worry about the reason behind my studying	2.165	1.379	2.041	1.208
8	I always relate ideas in my study to each other	3.553	1.245	2.910	1.200
9	I only memorize facts when I am studying	2.906	1.347	2.596	1.265
10	I do not always examine the argument put forward as to have many other studies to	3.847	1.187	3.036	1.245

Table 4.13 shows mean scores of experimental and control groups on study approach. The two groups highest ratings on study approach mean scores items 2, 10 and 4 shows agreement i.e I always want to understand what I am studying, I do not always examine the argument put forward as to have many other studies to do and in my study, I always want to know the reason behind each point I come across. This attest to active approach to study by the two groups because of the terms: understand, examine, argument, and know reason of study.

While the highest ratings for experimental and control groups on study approach are items 1,3 and 9 i.e I always want to recall the facts from my study, I am interested in accepting the ideas already given in the book or note when I am studying and I only memorise facts when I am studying. This indicates passive approach to study because of the following key words: recall, interested, memorise. The agreement in the two groups ( Experimental and Control groups) could be attributed to their ages, experience and exposure to issues in life.

The important aspects of mean scores of experimental and control groups highest ratings on study approach are items 2, 10 and 4 shows there is agreement. The important aspects are: understand what I am studying, does not examine argument put forward and wants to know reason behind points. This Maisamari (2005) confirms that to study a student should have to desire maximum benefits from his/her readings. The relative difference in the mean score ratings of the two groups may be

attributed to the treatment package score which experimental group received and not given to the control group.

**Table 4.14: Subjects responses to study time and place management (Experimental Group)**

<b>S/No</b>	<b>Items</b>	<b>Not true of me at all</b>	<b>True of me sometimes</b>	<b>True of me occasionally</b>	<b>True of me always</b>	<b>Very true of me always</b>
1	Have an established regular study timetable	26 (15.3)	22 (13.5)	28 (16.5)	48 (28.2)	45 (26.5)
2	Have determined the best place to study always	7 (4.7)	17 (10.0)	23 (13.5)	65 (38.2)	58 (34.1)
3	Waste much time when in for study most of the time	54 (31.4)	24 (14.1)	34 (20.0)	35 (20.6)	23 (13.5)
4	Have a crowded table/desk with materials not useful to my study at present	84 (49.4)	29 (17.1)	23 (13.5)	27 (15.9)	7 (4.1)
5	Do enough of reading during the time specified for my studies most of the time	8 (4.7)	21 (12.4)	27 (15.9)	72 (42.4)	42 (24.7)
6	Have determined the best time of the day for my studies	9 (5.3)	11 (6.5)	42 (24.7)	44 (25.9)	64 (37.6)
7	Have decided on how much time to spend on my studies	13 (7.6)	23 (13.5)	35 (20.6)	43 (25.3)	56 (32.9)
8	Keep to the time specified for studies most of the time	15 (8.8)	25 (14.7)	43 (25.3)	52 (30.6)	35 (20.6)
9	Always use my study time for other activities	92 (54.1)	26 (15.3)	27 (15.9)	16 (9.4)	9 (5.3)
10	I do not always examine the	71	34	36	17	12



	argument put forward as to have many other studies to do	(41.8)	(20.0)	(21.2)	(10.0)	(7.1)
11	Get worried most of the times of how others do their studies	62 (36.5)	42 (24.7)	37 (21.8)	14 (8.2)	15 (8.8)
12	DO not evaluate what I have learnt during the period of study	75 (44.1)	34 (20.0)	28 (16.5)	22 (12.9)	11 (6.5)
13	I feel what is done during the period of study is always not enough	23 (13.5)	46 (27.1)	31 (18.2)	43 (25.3)	27 (15.9)
14	Always spend much time in looking for a place for study	43 (25.3)	23 (13.5)	30 (17.6)	38 (22.4)	36 (21.2)

Table 4.14 shows response of experimental group to study time management. The highest ratings on study time management shows items 5, 2 and 6 to show positive attitude towards time management by respondent i.e Do enough of reading during the time specified for my studies most of the time, have determined the best place to study always and have determined the best time of the day for studies. The choice of these items indicate positive attitude towards time management for studies through the following words:- time specified, the best place to study and best time of the day for studies. These are motivating factors for good time management for study. While the highest rating of items 9, 4 and 12 i.e Always use my study time for other activities, have a crowded table or desk with materials not useful to my study at present and do not evaluate what I have learnt during the period of study. These ratings shows negative attitude towards time management. These are noted through key words like: use time for study for other activities, crowded table/desk with materials not relevant to study and not evaluating what was learnt during study time.

**Table 4.15: Subjects responses to study time and place management (Control Group)**

S/No	Item	Not true of me at all	True of me sometimes	True of me occasionally	True of me always	Very true of me always
1	Have established regular study timetable	34 (20.5)	27 (16.3)	46 (27.7)	34 (20.5)	25 (15.1)
2	Have determined the best place to study always	19 (11.4)	44 (26.5)	30 (18.1)	50 (30.1)	23 (13.9)
3	Waste much time when in for study most of the time	46 (27.7)	38 (22.9)	43 (25.9)	29 (17.5)	10 (6.0)
4	Have a crowded table/desk with materials not useful to my study at present	75 (45.2)	28 (16.9)	34 (10.5)	25 (15.1)	4 (2.4)
5	Do enough of reading during the time specified for my studies most of the time	20 (12.0)	39 (23.5)	39 (23.5)	48 (28.9)	20 (12.0)
6	Have determined the best time of the day for my studies	13 (7.8)	31 (18.7)	30 (22.9)	56 (33.7)	28 (16.9)
7	Have decided on how much time to spend on my studies	25 (15.1)	35 (21.1)	38 (22.9)	49 (29.5)	19 (11.4)
8	Keep to the time specified for studies most of the time	22 (13.3)	35 (21.2)	44 (26.5)	43 (25.9)	22 (13.3)
9	Always use my study time for other activities	87 (52.4)	25 (15.1)	27 (16.3)	17 (10.4)	10 (6.0)
10	I do not always examine the argument put forward as to have many other studies to do	65 (39.2)	39 (23.5)	33 (19.9)	24 (14.5)	5 (3.0)

11	Get worried most of the times of how others do their studies	53 (31.9)	51 (30.7)	32 (19.3)	20 (12.0)	10 (6.0)
12	DO not evaluate what I have learnt during the period of study	57 (34.3)	34 (20.5)	49 (29.5)	20 (12.0)	6 (3.6)
13	I feel what is done during the period of study is always not enough	30 (18.1)	55 (33.7)	39 (23.5)	30 (18.1)	11 (6.6)
14	Always spend much time in looking for a place for study	60 (36.1)	36 (21.7)	26 (15.7)	26 (15.7)	18 (10.8)

Table 4.15 shows response of control group to study time and place management. The highest ratings on study time management shows items 6, 2 and 7 i.e Have determined the best time of the day for my studies, have determined the best place to study always and have decided on how much time to spend on my studies. The highest ratings on these items were positively rated, indicating that the respondents are aware of the need to plan and use their time favourably in a conducive place of studies. The key words that supports are: best time of the day for study; best place to study and how much time to spent on studies. With these, a respondent would succeed in academic performance.

While the highest ratings of items 9, 4 and 10 i.e. Always use my study time for other activities; have a crowded table/desk with materials not useful to my study at present and I do not always examine the argument put forward as to have many other studies to do. This rating indicates negative attitude to time management by the respondents. The key words are: use time for study for other activities having crowded table/desk with materials not useful for study and examining argument put forward. These attitudes to time management are retrogressive to achieving academic success.

**Table 4.16: Mean scores of the two groups on study time and place management.**

S/No	Suggested items on study time management	Experimental Group		Control Group	
		Means	SD	Means	SD
1	Have an established regular study timetable	3.371	1.401	2.934	1.340
2	Have determined the best place to study always	3.882	1.114	3.084	1.257
3	Waste much time when in for study most of the time	2.700	1.443	2.512	1.235
4	Have a crowded table/desk with materials not useful to my study at present	2.082	1.280	2.127	1.212
5	Do enough of reading during the time specified for my studies most of the time	3.700	1.114	3.054	1.222
6	Have determined the best time of the day for my studies	3.841	1.158	3.331	1.188
7	Have decided on how much time to spend on my studies	3.624	1.278	3.012	1.255
8	Keep to the time specified for studies most of the time	3.394	1.218	3.048	1.240
9	Always use my study time for other activities	1.965	1.249	2.024	1.284
10	I do not always examine the argument put forward as to have many other studies to do	2.206	1.277	2.187	1.189

11	Get worried most of the times of how others do their studies	2.282	1.273	2.295	1.207
12	DO not evaluate what I have learnt during the period of study	2.176	1.298	2.301	1.168
13	I feel what is done during the period of study is always not enough	3.029	1.307	2.614	1.169
14	Always spend much time in looking for a place for study	3.006	1.494	2.434	1.394

Table 4.16: shows mean scores of experimental and control groups on study time management. The comparison of mean scores of experimental and control groups shows the highest ratings of items 14, 3 and 11 i.e Always spend much time in looking for a place of study, waste much time when in for study most of the time; and get worried most of the times of how others do their studies. The key words for items 14, 3 and 11 are: spend much time looking for a place, waste much time for study and get worried of how others do their studies. This is not good time management for any study that would give success in academic performance. Despite the treatment given, it shows that the experimental group can not manage their time effectively

The highest ratings of control group mean scores on study time management are items 6, 2 and 8 i.e. Determined the best time of the day for study, have determined the best place to study always and keep to time specified for studies most of the time. The important aspects that indicates positive awareness of study time management are: best time of the day; best place for study and keep time specified for studies. All these are positive time management for achievable academic performance.

That the respondents are positively aware and utilised their time for effective management of their academic achievement. The results of experimental group reveals that respondents despite the treatment given, it shows that they can not manage their

time effectively, while the control group result reveals that the respondents are positively aware and utilised their time effectively despite the lack of undergoing any treatment package.

The overall results indicated that the students adopted active and passive approaches to study. It also shows that group guidance and bibliotherapy techniques have positive effect on the experimental and control group respondents regardless of their level of study and sex differences. However, more researches still needs to be conducted on how to improve study habit skills.

#### **4.4 SUMMARY OF THE MAJOR FINDINGS OF THE STUDY**

##### **Table 4.8: Subjects responses to the aims of study (Experimental Group)**

Respondents view on the aims of study (Experimental group). Items with the highest rating responses on active aims of study are 2,3,4, and 5.

Item 2 states that: They understand well enough the points only.

Item 3: They: understand the details to help me present facts.

Item 4: Allow them to argue their points well.

Item 5: Let them discuss with enough facts.

With the above statement the experimental group explain that they are not studying just to let others know that they are studying hard or to let the others know that they are serious students. But they are studying to understand the items for study.

##### **Table 4.9: Subjects responses to aims of studying (Control Group)**

Generally the scores are low on this table (Table 4.9) with the highest scores on items 8 and 2.

Item 8: States that: The aim of study is just to understand well enough the points only (40.4%).

Item 2. Also states that: Let others know that they are studying hard (38.0%).

The reason for their low mean scores is because they are not given counselling treatment on study skills like the experimental group therefore, they use their initiative to determine the aims of their studies.

#### **Table 4.10: Mean scores of the two groups on aims of studying**

On the comparison of their means scores the two groups (Experimental and control groups) have their highest scores on items, 3,6 and 4.

Item 3. states that: that they study for them to understand in details to help them present facts.

Item 6. To let them show their understanding of the subject.

Item 4. allow them to argue their points well.

This means that the two groups are eager to study. One group is exposed to counselling study skills treatment, while the other is not exposed to study skills treatment (control group). The highest mean score of the experimental group is 4.088% and for control group is 3.349%. There is a great difference in the percentages of their responses because of the exposure of experimental group to counselling study skills treatment.

#### **Table 4.11: subjects responses to study approach (Experimental group only)**

The highest rating scores on the active aims of study for experimental group are items 2 (51.8%), Item 4 (32.4%), and Item 6 (27.1%). For passive aims of study items 7 (49.4%), Item 1 (40.6%) and Item 3 (26.5%). Here they are studying without understanding what they are reading. This is not good approach to study, which shows that the experimental group still need further counselling treatment on study skills.

**Table 4.12: Subjects responses to study approach (Control Group only)**

Items 3 and 5 are active approach to study which shows the control group too have the active aims of study, but they are not exposed to study skills approach treatment like the experimental group. On the passive approach to study they score highest on item 8 (30.1%) and item 10 (28.9%). It means that in their approach to study they are not worry about the reason behind their studies. Also they don't examine their argument because they lack the skills on their study approach.

**Table 4.13: Mean scores of the two groups (Experimental and Control Groups) on study approach**

The major findings of the two groups (Experimental and Control group) are items 2 and 4.

Item 2 states that: They also want to understand what they are studying in the study.

Item 4: In their study, they always want to know the reason behind each point they come across.

However, they differ in their mean score responses. The experimental group



mean score on item 2 (4.271%), while that of control group is (3.735%). The differences between the two are because of the treatment given to experimental group on study skills, which are not given to the control group.

**Table 4.14 Subjects responses to Study Time and Place Management (Experimental Group only)**

Table 4.14 shows the responses of the subjects on the suggested items to study time and place management. There are many items pointing to the time and place management by the experimental group. The highest ratings on study time and place management that shows the positive attitudes are items 5, 2, and 6 according to their ratings.

Item 5: They do enough of reading during the time specified for their studies most of the time.

Item 2: They have determined the best place to study always

Item 6: They have the determined the best time of the day for their studies.

This is as a result of their exposure to treatment on study skills. This means that they know what they are doing or they understand items or their study.

The negative attitudes responses on study time and place management in their study are items 1,9,11,12 and 14.

Item 1 states that: They have an established regular study timetable.

Item 9: Also use their study time for other activities.

Item 11: Get worried most of the times of how others do their studies.

Item 12: Do not evaluate what they have learnt during the period of study.

Item 14: Always spend much time in looking for a good place for study.

This shows that the experimental group still need counselling study skills treatment at

all levels of their studies so as to help them sustain positive attitudes towards their studies.

#### **Table 4.15 Subjects responses to study time and place management (Control Group)**

For the control group their study place and time management in their responses as we can see on this table (table 4.15) are flat and generally low because of non exposure to counselling study skills treatment. This is to say in all the 14 items the percentages of control group are always low compared with experimental group who have been exposed to place and time management study skills. Despite that, the following are the highest scores of the items 9, 4, 10 and 14.

Item 9 states that: Also use their study time for other activities.

Item 4: Have a crowded table/desk with materials not useful to their study at present.

Item 10: They do not always examine the argument put forward as to have many other studies to do.

Item 14: Always spend much time in looking for a place for study.

#### **Table 4.16: Means scores of the two groups on study time and place management**

The positive means scores of the two groups (experimental and control groups) on the active items, the experimental group have highest scores in all the items than the control group who have lower scores in all the items as a result of lack of exposure to counselling treatment on study skills time and place management.

### **4.5 DISCUSSION OF THE MAJOR FINDINGS**

#### **Table 4.8 Respondents view on the aims of study (Experimental Group)**

The aims of study by the experimental group who has been exposed to counselling

skills treatments. Are stated in the following categories as shown in the active aims of study as follows:

Item 3 (46.5%) is for them to understand details of what they are studying to help them present facts. Item 6 (40.6%) which states that they study to help them show their understanding of the subject. Item 2 (38.8%) shows that they want to understand well the points. Item 5 (37.6%) states that they want to discuss with enough facts.

All the above responses in this table 4.8 show the experimental group aims of study which is for them to understand. And aim of every study by the teacher is for him to help the student understand. In our lesson preparation as teachers, we always state the aim of our lesson in a behavioural term. This is to say by the end of the lesson the students would be able to explain or narrate, state, discuss, or enumerate etc. All these behavioural terms point to the fact the students want to understand.

If we also go by old Chinese proverb which states, "I hear and I forget, I see and I remember, I do and I understand". The aims are for them to understand what they are studying or reading. This has been clearly explained in their responses above and therefore every aim of study either by the teacher or students is for them to communicate to each other and understand what is presented before them as a problem of study.

On the other hand, other aims of study which are passive in nature were also responded by these students. For example they study to remember the facts only as if these facts are remembered in isolation they can not be of any help to the students, or

they can serve a purpose and forget about it, or if the purpose is to pass the examination only after the examination they will not remember what they have study. If on the other hand they study to let others know that they are studying or they are working hard that would not help them in a way if such others are not around and if they study to spend the time plan for the study it is still not beneficial to them.

All the above do not indicate the understanding of their aim of study.

#### **Table 4.9 Respondents view on the aims of study (Control Group)**

As pointed out in the summary of the study for table 4.9 the aims of study by the control group have low responses compared to experimental group. This group have not been exposed to counselling study skills treatment. In the words of Mallum and Abiola (2004), in their book information services and appraisal techniques in guidance and counselling states that: having found the information, the individual has to learn how to handle it for effective result. This is because information has no decisional significance of itself it is only when processed, tested and compared that it can found its place in the balance of facts.

Further still in the words of Zeran and Riccio (1962), the information service refers to the counsellors assistance to the counselee to understand, accept and utilize his abilities, aptitudes, interests, and attitudinal patterns in relations to his aspiration. But the control group is not exposed to all these and therefore they may not know well in priorities those active aims of study.

The students can confused aims of study if they have not been given proper

orientation. In the words of Mallum (2002) orientation service help the students to adopt the demands of the school. Study skills is one of the demand of the school for students to understand the aims of their study. The counsellor may use informational data to help students explore and study all the alternatives in making decision.

Students indicated in table 4.9 that they want to understand the points only just for a reason of passing examination and spend time plan for their reading just for them to pass examination only these are all passive aims of study.

**Table 4.10 Respondents View on Means scores of the two groups on aims of studying.**

As shown on table 4.10 on the comparison of the mean scores of the two groups (Experimental and Control Groups) have their highest mean scores on items 3, 6 and 4. That is, they study for them to understand in details to help them present facts, to let them show their understanding of the subject and to allow them to argue their points well. The two groups have shown interest in their willingness to study but from their responses we have seen a great difference in their mean scores rating percentages. The experimental mean scores percentage is 4.088% and for control group is 3.349%. In the pre-test performances were all the same but after their separation as control group and experimental group a different emerged in their responses as shown above after the experimental group were exposed to counselling study skills treatment. This is

in line with Ipaye (1982) who says:

In counselling for example the individual learns new ways of communication, new ways of obtaining information, new ways of making decisions, new ways of responding to the environment, new ways of intending. Above all the individual

learns how to apply all these learning to their situation which may or may not be related to original problems”.

If we apply the above situation in our present research problem we see that as a result of the exposure of the experimental group, we see that they have learn new ways obtaining information and new ways of responding to the problem study skills treatment. They have communicated very well to the information received (study skills treatment).

#### **Table 4.11 Respondents Responses to study approach (Experimental group)**

The study approach is a significant mile-stone in the development of education the world over. All nations of the world strive for an effective approaches to their education, this is because without the conclusive approach to education no meaningful educational achievement could be reached. In the area of counselling study approach is embodied in the counselling skills, counsellors are very careful in this area because students have their suitable time of study, some study effectively in the day time and others effectively in the night time. The role of the counsellor is to help them to stick effectively to their suitable approaches .

From the analysis, we can see that the experimental group perform well on the approaches to study as indicated by their responses. For example, item 2 (51.8%) shows that they always want to understand what they are studying and they approach the study in a way that they will understand. Item 4 (32.4%), the experimental group explained that in their studies they want to understand what they are studying and therefore their approach to study is to understand what they are reading. Item 5 (29.4%). Here their approaches to study is mainly to meet the examination or test

requirements. Item 6 (27.1%), they always try to relate what they study now with what they had earlier studied in the subject. This could be done without any good approach to study. This means that for effective approach to study to take place, the experimental group still need further counselling study skills treatment in their study approaches.

#### **Table 4.12 Subject Respondents to Study Approach (Control Group)**

In their responses, since they were not exposed to counselling study skills treatment they used their initiative to show that they too want to be active in their study, they have the ideas of the need to understand their studies but they don't know how to approach the method of understanding it. Since they don't have the past knowledge how to approach the study, then most of the time they try to guess the approaches to study.

On the passive approach to study they score high on item 8 (30.1%) that they always relate ideas in their study to each other and item 10 (28.9%) that they do not always examine the argument put forward as to have many other studies to do. If they have been conversant with approaches they should have adjusted themselves to the approaches to study, unless they are exposed to the counselling study skills treatment they would never be enlightened like the experimental group. This study becomes important on the need to expose students to the approaches of study because each approach is important or with the approach everyone will have fewer problems as regard their studies.

#### **Table 4.13 Mean Scores of the two group (Experiment and Control Group)**

As shown from table 4.13 on comparison the mean score percentages of the two groups (experimental and control group) the study showed that the experimental group gained and acquired study skills that are superior over the control group which are not treated with study skills.

This is still stressing the importance of counselling treatment study skills using various techniques such as group guidance and bibliotherapy.

#### **Table 4.14 Subject response to study time and place management: (Experimental Group)**

Respondents responses to study time and place management was positive. The choice of items 5, 2 and 6 that is, do enough of reading during the time specified for their studies most of the time, have determined the best place to study always and have determined the best time of the day for studies indicate positive attitude towards time and place management for studies by the experimental group. This is so because the treatment given to them was utilized. The respondents were able to identified and used the best place to study and the best time of the day for their studies. They also specified what time they are to study. This Maisamari (2005) refers to as motivating factors for good time management for study. Abdullahi (2006) also affirms that treatment or counselling intervention had a significant effect on study behaviour problem reduction of the subjects in relation to study time management and study aims.

#### **Table 4.15: Subject Responses to study time and place management: (Control Group)**



The ratings of control group in table 4.15 indicates general low ratings of items which shows a negative attitude towards study time and place management. The respondents use their time for study for other activities and also have their tables/desks crowded with materials not useful for study. They do not examine argument put forward in their studies. This negative attitude towards study time and place management could be because they did not received counselling study skills treatment.

**Table 4.16 Mean Scores of the two groups on study time and place Management**

The mean scores of the two groups (experimental and control groups) indicate positive ratings of all the items. The experimental group had the highest scores in all the items rated. This is possible because of the counselling treatment on study skills given to them. The control group had the lowest scores in all the items rated. This is so because they were not given counselling treatment on study skills. This implies that the counselling treatment or counselling intervention had a significant effect on the study behaviour problem reduction of the students in relation to study time and place management.

**4.6 Discussion of Research Questions**

In order to give comprehensive analysis of the study the research questions raised were analysed using descriptive statistics as follows

**Research Question 1** Do bibliotherapy and group guidance techniques have any effect on students study behaviour problems with respect to aim of studying?

The answer to this question was outlined in table 4.8 and 4.9 as study aims' It was tabulated in frequencies and percentages as shown in the tables mentioned here. The test carried out on the experimental group who were treated with the group guidance and bibliotherapy techniques showed that for each item, the responses of experimental group was very high in item 3 in which over 79 subjects agreed that the aim of group guidance and bibliotherapy techniques is very important. In item 5, however the responses were very low. However, only 4 subjects maintained that the aims was not important.

**Research Question 2:** What effects would group guidance and bibliotherapy techniques have on students' study behaviour problems?

This research question was answered thus. The treated group had better and more significant positive changes in the study behaviour than the untreated group as shown in table 4.10. The procedure that was adopted in the determination of the effect of the two techniques on reducing the students study behaviour was the use of a constant standard scale value 2.4. The mean scores of the respondents for each items on the study behaviour problem of the students was compared with the expected standard score of 2.4. In order to determine the relative effectiveness of group guidance and bibliotherapy techniques in reducing general students study behaviour problems, the constant standard score of 2.4 was used to enable the detection of the scores inclination either on the affirmative or on the negative impact of the techniques in

reducing general students study behaviour problems. The students in the experimental group were used for this test since they were the ones who were exposed to the techniques of group guidance and bibliotherapy techniques. The result as shown in table 4.10 indicated that subjects in the experimental group had mean scores above the stated criteria except on item 9, here, the mean score for the suggested aims of studying item 9 was 2.3. The highest mean score in the experimental group for suggested aims of studying was 4.088, while the highest and lowest mean scores in the control group were 3.349 and 2.313 respectively. The disparity in the range of the mean scores between the experimental and control group was an indication that bibliotherapy and group guidance techniques had effect on students study behaviour problems with respect to aim of studying.

**Research Question 3:** Do group guidance and bibliotherapy techniques have significant impact on students' study behaviour problems with respect to approach to study?

The effect of the techniques on the reduction of the students' behaviour problems with respect to study approach was tested here with the scores on Table 4.11 above. For this test, the mean scores of the students in the experimental group who were exposed to the group guidance and bibliotherapy techniques were used. The observed mean score were compared with an expected mean score (2.4) which could mean that the techniques had no significant effect on students' study problems with respect to study approach. The non-inclusion of students in the control group was due to the fact that they have not been exposed to the treatment. Their inclusion in the test will therefore

create some bias in whatever outcome that may be observed in the result.

**Research Question 4.** What effect do bibliotherapy and group guidance techniques have on students' study behaviour problems with respect to place and time management?

The scores of the group in Table 4.12 were used to answer this question. Here the only group that were exposed to the techniques of bibliotherapy and group guidance were the experimental group. In the group the scores obtained were used to compare with an expected mean score of 2.4 indicating that the techniques were not effective in reducing students study behaviour problems. The result showed that the subjects did not agree with items 4, 9, 10, 11 and 12. These items had some negative application to the subjects' time management. For example, item 4 suggested that the subjects had crowded tables or desk with materials not useful to their study while item 9 suggested that they used their study time for other activities like watching Television.

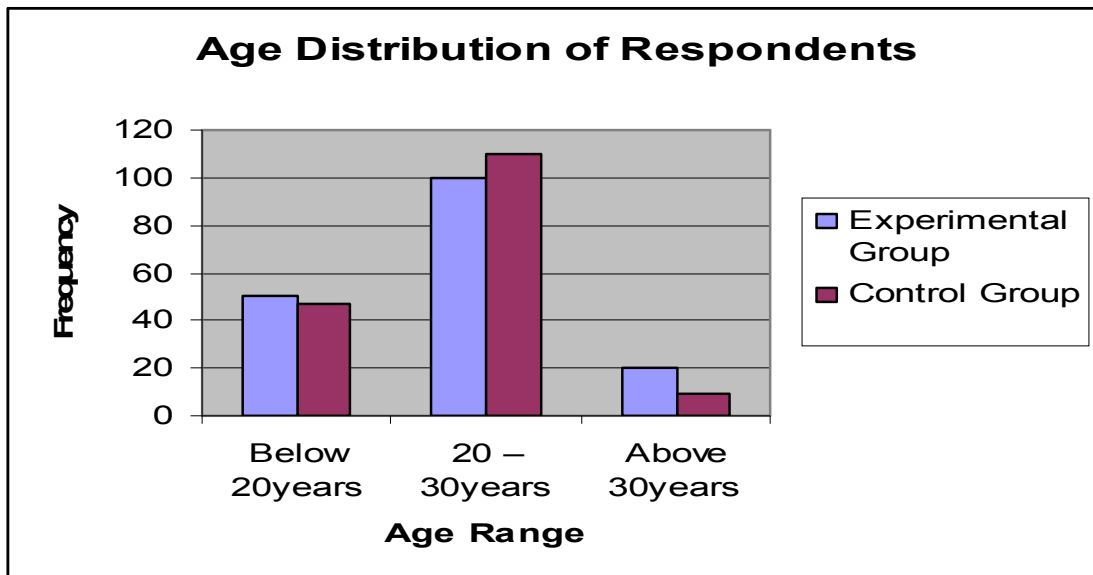
**Research Question 5:** Would group guidance and bibliotherapy study techniques have differential gender effects on students study behaviour problems?

The test here involved the grouping of the students into two groups according to their sex. In the test the three sections of study aim, study approach and place and time management were used. Only students in the experimental group were involved in this study. as shown in table 4.3 in which male subjects were more favoured by the techniques with 51.8% against 48.2% females representative in the experimental groups

**Research Question 6:** How do group guidance and bibliotherapy techniques affect students study behaviour problems arising from place and time management with respect to their age?

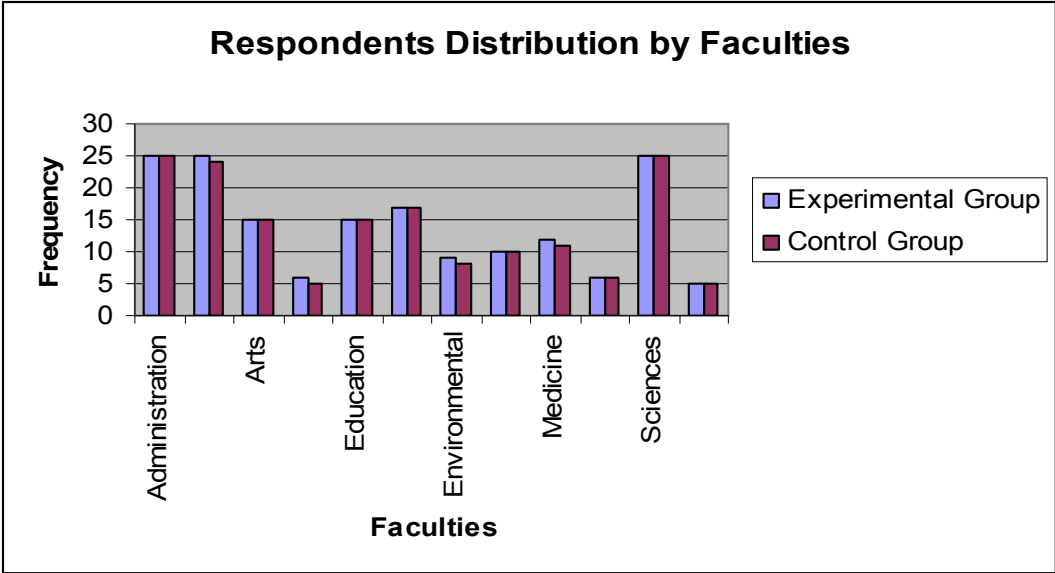
If school age classification is anything to go by, then table 4.3 shows a good reflection of age range of 200 and 300 level students of a tertiary institution. However, the ages distribution of experimental group for this study was fairly normal, while the control group showed a greater element of skew ness as can be seen in diagram 4.2. below

Diagram 4.2



**Research Question 7:** How does group guidance and bibliotherapy techniques affect students study behaviour problems arising from place and time management with respect to their academic discipline?

**Diagram 4.3 Respondents Distribution by Faculties**



From diagram 4.3 above, it is conspicuous that faculties of Arts, Social Science and Science outweigh the other faculties in both groups.

#### 4.7 Testing of Hypotheses

Four null hypotheses were raised in this study. They were aimed at determining the effect of bibliotherapy and group guidance on students' study behaviour problems in relation to their academic pursuits. The hypotheses were as follows:

**Research Hypothesis I:** There is no significant difference in the reduction of study behaviour problems between the students who have been exposed to bibliotherapy (experimental group) and those who have not been exposed to bibliotherapy treatment (control group) with respect to study aims.

In this hypothesis the two groups were compared in terms of their mean scores in the three sections evaluated above in terms of frequencies, percentages, means and standard deviations. The t-test procedure was used for this test because of the two groups involved. Table 4.17 shows the result of the t-test procedure.

**Table 4.17: T-test on reduction of study behaviour problem by the two Groups**

Groups	Mean	Standard Deviation	Standard Error	Observed t-value	Degree of Freedom	Observed Sig. Level
Experimental	3.1888	0.338	0.026	10.96	334	0.000
Control	2.7808	0.345	0.027			

The result of the test as indicated in the table above showed that the two groups were significantly different in the reduction of study behaviour problems ( $P < 0.05$ ). The observed t-value for the comparison is 10.96 while the equivalent Table value of Critical value of t at the same degree of freedom is 1.96. More over, the observed significant level is lower that the target level of 0.05. The null hypothesis is therefore rejected. From the mean, the group treated with bibliotherapy had their study behaviour problems reduced more than those who where not treated with the therapy. This

finding is in line with similar findings by Hoppoch (1949), Forrester (1951), Waters (1960), Bennett (1964) and Ehizowa (2000) in which they asserted individually that bibliotherapy are effective for planning of changes in the attitude and behaviour of subjects. In a similar study, Kazdin (1974), also reported that the therapy can change behaviour of students positively and Ebochuku (1998) in a related study reported that bibliotherapy treated group showed greater improvement from for fostering competence in a study where he compared the treated group with the untreated (control). Schrank and Engels (1981) and Kolo (1988) had a similar opinion when they reported that the therapy could be use to effect changes or influences attitude of subjects.

**Research Hypothesis II:** There is no significant difference in the reduction of study behaviour problems between male and female students who have been exposed to bibliotherapy (experimental group) and those who have not been exposed to bibliotherapy treatment (control group).

The hypothesis was used to determine the possible effect of sex on the outcome of bibliotherapy on the students. The hypothesis was tested in two aspects. The first aspect was the effects of sex on the control group who did not receive the treatment while the second aspect looked at the effects of sex on the treated group after the exposed to the therapy. The t-test procedure was also used because the independent variable (sex) had two categories. Table 4.18 showed the result of the t-test procedure used in the test. The table showed the mean score for the male and the females in the two groups. From the results of the two tests, those exposed to bibliotherapy (experimental group) and those who were not exposed to bibliotherapy treatment (control group). The observed t-values for the table were 0.300 and 0.500 for the control and the experimental groups respectively.

**Table 4.18: T-test on reduction of study behaviour problems by sex (control Group)**

Groups	Mean	Standard Deviation	Standard Error	Observed t-value	Degree of Freedom	Observed Sig. Level
Male	2.7729	0.370	0.041	0.300	164	0.767



Female	2.7888	0.320	0.035
--------	--------	-------	-------

**(Experimental group)**

Groups	Mean	Standard Deviation	Standard Error	Observed t-value	Degree of Freedom	Observed Sig. Level
Male	3.1761	0.366	0.039	0.50	168	0.615
Female	3.2023	0.305	0.034			

The Table value or Critical value for t is 1.96 implying that the observed value of t lower than the critical value and observed significant level is higher than 0.05 ( $P > 0.05$ ). This means that the students did not differ significantly in their mean scores of reduction of study behaviour problems either in the control or in the experimental group. The null hypothesis could thus be retained. The implication here is that gender has no role in bibliotherapy treatment among the students involved in the study. Thus bibliotherapy treatment has no bias in terms of gender. The related research question to this section is as follows:

Would group and bibliotherapy study techniques have different effects on the study behaviour problems of male and female subjects?

From the above test, it was clear that both male and female had similar impact from the therapy treatment. There is no significant difference between the male subjects and the female subjects in the impact the therapy had on them. Both sexes had the same positive impact of the treatment. A graphical illustration of the scores by the males and females in the above test was presented in figure 4.1

**Research Hypothesis III:** There is no significant difference in the mean scores of reduction of study behaviour problems of students of various faculties in A.B.U who have been exposed to group guidance and bibliotherapy techniques.

This hypothesis looked at the effect of the treatment on the students with different disciplines in order to determine possible effect of study orientation on the treatment among the students. Thus, only the treated group that were involved in this test. The One way Analysis of variance was used in this test because of the many levels of the independent variable (Faculties) involved in the test. Table 4.19 shows the Analysis of variance model.

**Table 4.19: Analysis of variance on reduction of study behaviour problems by Faculties.**

Source of Variation	Degree of Freedom	Sum of Squares	Mean Squares	F-value	Sig. Level
Between Group	11	1.4829	0.1348	1.1984	0.2922
Within Group	158	17.7726	0.1125		
Total	169	19.2555			

The test shows that students' academic disciplines had no effect on the outcome of the therapy treatment administered to the students. The observed significant level in the table is 0.2922 and it is higher than the acceptable value of 0.05 ( $P > 0.05$ ). The null hypothesis could therefore be accepted.

Table 4.20 shows the mean scores of the students by their faculties.

**Table 4.20: Mean scores on reduction of study behaviour problems by students' faculties.**

Faculties	Mean	Standard Deviation	Standard Error
Administration	3.2024	0.2977	0.0595
Social Sciences	3.2012	0.3656	0.0731
Arts	3.0588	0.4391	0.1134
Agriculture	3.1716	0.2392	0.0977
Education	3.2098	0.2616	0.0676
Engineering	3.0657	0.2733	0.0663
Environmental Design	3.3366	0.2610	0.0870
Law	3.3706	0.3621	0.1145
Medicine	3.2574	0.2958	0.0854
Pharmacy	2.9951	0.4190	0.1711
Sciences	3.2318	0.3918	0.0784
Vet. Medicine	3.0471	0.1112	0.0497
Total	3.1888	0.3375	0.0259

The Table shows that all the students from the various faculties have almost the same mean score in their reduction of study behaviour problems after the treatment was administered to them. This accounted for the no significant difference observed in the test of the hypothesis.

The research question related to this section is stated as:

Would bibliotherapy study techniques have different effects on the study behaviour problems of the different disciplines of the subjects in the treated group?

The faculties of the subjects were used in this regard as indicated in Table 4.20 above.

The test of hypothesis III above shows that the treated group did not differ significantly on the effect the therapy had on them in relation to their various disciplines. The above means scores are graphically illustrated in Figure 4.2.



**Research Hypothesis IV:** There is no significant difference between the ages of students exposed to bibliotherapy and group guidance treatment in their reduction of study behaviour problems.

The ages of the students were used as independent variable. Only the experiment group was involved in this tested since the objective was to determine the effects of age on the treatment of the students. The one Way analysis of variance was used for the test because of the more than two levels of the independent variable. Table 4.21 shows the result of the analysis of variance model.

**Table 4.21: Analysis of variance on reduction of study behaviour problems by ages of students.**

Source of Variation	Degree of Freedom	Sum of Squares	Mean Squares	F-value	Sig. Level
Between Group	2	1.1948	0.5974	5.5241	0.0048
Within Group	167	18.0607	0.1081		
Total	169	19.2555			

The result in the table shows that students' age could be a significant factor in the outcome of the therapy. The observed significant level (0.0048) in the table is lower than the fixed (0.05) level of significance ( $P < 0.05$ ). The null hypothesis could therefore not be retained. To determine the age group of the students that was significantly different from the others, a post hoc test was carried out on the means using the Scheffe procedure.

Table 4.22 shows the means, standard deviation and the standard error of the different age groups along the Scheffe procedure used in the mean separation test.

**Table 4.22: Mean scores on reduction of study behaviour problems by Age range of students.**

Faculties	Mean	Standard Deviation	Standard Error
Below 20years	3.3112a	0.3892	0.0550
20 – 30years	3.1526b	0.3067	0.0307
Above 30years	3.0632b	0.2642	0.0591
Total	3.1888	0.3375	0.0259

Means with the same letters are not significantly different at 0.05 level of significance

The result of the Scheffe procedure shows that students whose ages were below 20years benefited more from the treatment than those who were above 20years at the time of the treatment. Thus age could be said to play an important role in the benefits derived by students from the bibliotherapy and group guidance treatment.

The related research question here is as follows:

What is the effect of age on the effectiveness of bibliotherapy and group guidance techniques on treated subjects in reduction of study behaviour problems among A.B.U students?

The test of hypothesis IV above shows that age could be a significant factor in the effectiveness of bibliotherapy treatment among students. The lower ages (usually below 20years) benefits more than those who are above 20years of age.

#### **4.8 Discussion of the Results of Hypotheses**

The result of tested hypotheses from this study revealed that a statistically significant difference was found between the students who were exposed to bibliotherapeutic and group guidance treatment (Experimental group) and those that were not exposed to treatment (control group) in reducing their study behaviour problems. Hypothesis one states that there is no significant difference in the reduction of behaviour problems between the students who have been exposed to bibliotherapy (experimental group) and those who have not been exposed to bibliotherapy treatment (control group) with respect to study aims. The hypothesis was rejected. The study shows that the experimental group gained and acquired study skills over the control group who were not given any treatment. The analysis in table 4.14 shows that the mean scores for experimental group is 3.1888 and 2.7808 for the control group with the standard deviation of 0.338 and the degree of freedom of 334. This finding agreed with previous findings of Ehiozuwa (1997) and Kagu (2000) that the use of bibliotherapy, group guidance and group counselling techniques are effective in improving study skills patterns of learners and also it enhance students academic performance. In agreement with this finding, Kolo (1982), Mamman (1994) and Ehiozuwa (2003) affirm that bibliotherapeutic techniques change students' attitudes and behaviours towards study. Also the result of hypothesis one indicates that the two techniques were effective in reducing study behaviour problems of students. The findings of the study also agreed with those of Tera (1964) and Schrauk (1977) which proved the efficiency of bibliotherapeutic techniques in changing students' attitudes and behaviours. Therefore



to effectively address the students study behaviour problems and poor study habits such as lack of concentration, study approach, note taking and making, time management and aims of study the counsellors must provide and teach effective study skills through bibliotherapeutic materials, group guidance techniques to the students.

The second hypothesis tested in this study which states that there is no significant difference in the reduction of study behaviour problems between male and female students who have been exposed to bibliotherapy (experimental group) and those who have not been exposed to bibliotherapy treatment (control group) was retained. The finding of this study showed that sex does not have any significant bearing on study behaviour problems and academic achievement of the students. Also, the finding revealed that as regards the sex of the students, the students did not significantly differ in their mean scores or reduction of study behaviour problems either in experimental group or in the control group as shown in table 4.15. This is a clear indication that sex differences are related to the degree of study behaviour problems and the study habit skill techniques applied has no bias in terms of gender. The result of this study confirm that male and female undergraduate students did not indicate that study behaviour problem reduction is gender oriented. This means that the study behaviour patterns of both male and female students can be enhanced and improved their academic performance through effective use of study habit skills. The result of this study further shows that bibliotherapy and group guidance techniques have positive effect on students regardless of their sex. This means that treating students study behaviour problem should not be limited to a particular sex since both male and female

students in tertiary institutions of learning encounter study behaviour problem which needs guidance by the counsellor. This findings is in agreement with previous findings by Mamman (1994) and Omoegun (2003) that male and female students treated with bibliotherapy techniques showed no significant differences in their awareness of functions and services of the school guidance programme as well as the counsellors roles. Also that counselling interventions had a significant effect on the attitudes and behaviour of male and female students.

The third hypothesis which stated that there is no significant difference in the mean scores of reduction of study behaviour problems of students of various faculties in A.B.U who have been exposed to group guidance and bibliotherapy techniques, was accepted. The result of one way Analysis of Variance showed that students' discipline of study had no significant effect on the result of the study techniques administered to students in reduction of their study problems. This shows that provision of effective study skill techniques to students irrespective of their course study reduces their study behaviour problem and enhance their academic performance. This findings is a confirmation of Kagu (2001) Ehiozuwa (2006) Omoegun (2003) that effective study habits for the students in the area of planning and organising time for study, use of library, note taking and making, writing assignments and examinations will enhance their academic performances and reduce other social problems such as examination malpractices. They recommended the use of strategies such as bibliotherapy, group guidance and group counselling because of their relatively effectiveness in improving study habit patterns of learners.

The fourth hypothesis states that there is no significant difference between the ages of students exposed to bibliotherapy and group guidance treatment in the reduction of study behaviour problem. This hypothesis was rejected on the basis that the result showed that a significant difference occur between the respondents whose ages were below twenty years (20 years) and those who are above twenty years. That is, the Scheffe test results showed that the students whose ages were below twenty years of age benefited more from treatment with two strategies of bibliotherapy and group guidance than those who are above twenty years of age treated with the same techniques of study skills at the same time. The result indicates that the provision of bibliotherapeutic techniques did not result in significant reduction of study behaviour problem of students who are above twenty years of age with the scores of students who were below twenty years of age was compared. However, a look at the mean scores and standard deviation of both groups in table 4.19 reveals that the treatment has significantly higher effects on students below twenty years of age. This is in conjunction with Piaget (1952) who said that children under formal operation stage could successfully carry out academic tasks in the senior secondary school. Another possible reason for the difference on the researcher's observation that students below age of 20 years are more exposed to technological advancement (computer technology).

In contrary Biao (1995) in his finding discovered that the acquisition of good study skills which promotes effective studying could not be the monopoly of any age group, young or adult. This means that acquisition of good study skills by the learners

has no age limit in effective use of counselling strategies.

In the light of the above findings, this study have brought out far-reaching implications for guidance counselors, administrators and Nigerian educational system in assisting students to resolve their academic and other related psychological problems and enhance better approach to solving the academic problems.

#### **4.9 Summary**

In this chapter, the analysis of data and results of this study were presented. Discussions arising from the analyzed data were made on the basis of the hypotheses formulated and tested in the study. The result obtained indicated that two (2) out of the four (4) hypotheses tested are rejected while two (2) are retained at .05 levels of significance.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter highlights the summary of the major findings on the effectiveness of group guidance and bibliotherapy techniques in reducing study behaviour problems among undergraduates. It also includes conclusion drawn from the study and recommendation on the study.

#### **5.2 Summary**

This study investigated the effectiveness of group guidance and bibliotherapy techniques in reducing study behaviour problems among undergraduate students in Ahmadu Bello University, Zaria. In chapter one of the study, the background to the study was given along the statement of the problem which centered on students study behaviour problems. It also states the objectives of the study determine effectiveness of group guidance and bibliotherapy techniques in reducing student study behaviour problems. Along seven research questions and four hypotheses, which were raised and answer sort from them to analyse the result of the study. There were also six assumptions of the study, the significance of the study were also stated within the chapter. The chapter also gave the delimitations of the study. The major findings of study are; in the area of aims of study the students are studying in other to understand what they are studying. In the approaches to study the student used both active and passive approaches to study but the experimental group are more active in approaches to study than the control group. In the area of time and place management the experimental group developed positive attitude towards their study as a result of

counseling study skill treatment given to them using bibliotherapy and group guidance techniques.

The second chapter consisted of the review of the related literature to the study. The chapter was structured into subsections in the review of the related literatures, The first section gives the concept or meaning of the study. The concept of group guidance was discussed: this included group guidance, the types, the techniques and the need for group guidance. The elements of group guidance were discussed extensively within the chapter. The chapter also contains the discussion on the concept of bibliotherapy and gave the different approaches to bibliotherapy. The forms and goals of bibliotherapy including the principles for effective use of bibliotherapy were discussed. The factors affecting study behaviour problems were discussed extensively within the chapter. Among such factors were Time planning and Management, Note Taking, Interest and Environmental factors. Motivation and types of motivation, such as intrinsic and extrinsic factors were also discussed. The chapter also included the strategies for motivating learners such as the creation of a good learning environment, Good presentation of lesson, students involvement in teaching and learning process, prompt and objective evaluation of students' work and use of reward and punishment. Other factors considered along this line included Peer group, financial problems and the problem of social relationship. The review of empirical studies related to the study was the last section of the chapter.

Chapter three consisted of the methodology used in the collection of the data from the target population and the statistical techniques used in the analysis of the data

collected for the study. This included the research design, the population and the procedure used in the determination of the sample size, the treatment sessions and the research instrument used for the collection of the data. The validation and reliability of the instrument were discussed within the chapter. This was then followed by the statistical procedures adopted for the analysis of the data and the summary of the chapter.

The statistical analysis of the collected data for the study was the main objective of chapter four. The chapter presented the demographic information of the respondents in statistical tables of frequencies and percentages as well as their responses to the main sections of the instrument. Where it was necessary some graphical illustrations were made. The study's hypotheses were then tested with some discussions of the findings from the test. The research questions were answered within the chapters in relation with the objectives of the study.

### **5.3 Implications of the findings for Counselling**

1. The result of the study showed some significance and useful information on the importance of using group guidance and bibliotherapy techniques to handle the problem of negative behaviour of students towards study. That is, the use of group guidance and bibliotherapy techniques resulted in positive change in behaviour of students towards studies. Thus, it becomes clear that the role of group guidance and bibliotherapy techniques are very important. Group interaction and also reading materials methods are essential and appropriate for students at all levels. Through group interaction, inner problems of the individual student will be taken care of consciously, so that the study behaviour problems may change positively. This can be enhanced through given students assignments in groups.

2. When using group guidance and bibliotherapy techniques to affect the study skills of students, the counsellor is not only to ask the students to read recommended textbooks or materials, but also should engage the students in indepth discussion with each other in groups. The use of the two techniques would also demonstrate a positive attitudes towards academic performance of students. The students would improve in their planning of how to study, choice of place to study and appropriate management of time.
3. The counsellors in tertiary institutions should be involved in identifying students who have study habit and study behaviour problems before and after admission into any programme of study so as not to allow the situation to deteriorate and generate into other social and psychological problems. Therefore, the counsellor should help new undergraduate students to plan and manage their study skills. In that way, the counsellor could design a programme of action through group guidance to help students develop effective study skills.
4. The research revealed that the treatments have enhanced the study aims, time planning and management, concentration level, note taking methods, choice of place to study and use of library skills.

Therefore counsellors can through group guidance, counsel students on how to study effectively using note-taking and making, use of group discussion strategy and other important areas of study skills such as choosing the appropriate place to study, concentration, and how to write assignment.

5. The counsellor should help to organise meaningful and on-going orientation programmes for fresh students at both central, faculty and departmental levels where they can be educated on how to study effectively. Such orientation programme should be immediately after the fresh students arrive on campus to hindered the old students from corrupting them.

## **5.4 Conclusions**

Based on the data analysed, the following findings were obtained:



1. There was significant difference between the students exposed to group guidance and bibliotherapy techniques treatment (experimental group) and those that are not exposed to the treatment (control group).
2. No significant difference existed in study behaviour problems between male and female students exposed to group guidance and bibliotherapy treatment
3. No significant difference existed between students from various disciplines based on group guidance and bibliotherapy treatment.
4. There was a significant difference in relationship between the age ranges of students treated with group guidance and bibliotherapy techniques in reducing their study behaviour problems.

#### 5.5 **Recommendations**

The findings from the analysis of the data collected for this study has shown that bibliotherapy and group guidance techniques are effective methods of treating study behaviour problems among undergraduate students of universities. In view of this observation, the researcher wishes to recommend as follows:

1. That bibliotherapy and group guidance technique as a treatment for reduction in study behaviour problems should be encouraged among counsellors in their treatment of students with such problems in the university.
2. That in applying the treatment among students, their ages should be considered for an effective administration of the treatment since the higher the age the less the students were likely to respond positively to the treatment.
3. There should be no need for course specialization approach and the sex of the students could not really be a factor for consideration. Rather, effort should be geared towards the effectiveness of the method.

4. The annual University and faculty orientation programmes for fresh students in the University should feature among others technical talk and teaching sessions on study skill to be given by trained counselors and experts as students have a lot to gain from such programmes.
5. The students' handbook produced by the University and faculty level should include a chapter on how to study effectively.
6. All faculties and institutes should have functional guidance and counselling units attached to them with trained guidance counselor where students in need of assistance in study habit skills and other related behavioural problems will be attended to. This is because, the counselor will not only give information on the use of bibliotherapy technique of study but will also use their counselling and communication skills to teach the students effective study habits.
7. Effective methods of study habit such as the use of bibliotherapy, group guidance, group counselling, individual reading, use of SQ3R or SQ4R and other study approaches should be included in the school-time table and teach to students in the classroom/lectureroom as a general studies course.

It is hoped that these recommendations when implemented, would go a long way to improve the study habits of students and reduce their academic performances.

8. Guidance and Counselling services should be included in teaching sessions on study skills which should involve one hundred level students.

#### **5.6 Suggestions for further Studies.**

This study is not conclusive in itself, the area is still open for other researches to take place.

Based on the findings and methodology of this study the following suggestions are made for further studies:

1. The issue of using bibliotherapy material for reading and private study needs further research for easy and effective use for both the counsellors, lecturers and

the students.

2. The population for this research study was only 200 and 300 level students of all faculties, Ahmadu Bello University, Zaria. It is suggested that this study be replicated in institutions of higher learning and levels of study such as Polytechnics, and Colleges of Education.
3. The present study adopted guidance approach to study behaviour problems of students, the researcher recommends the replication of the experiment using quasi – experimental design as this study was conducted using experimental control design.
4. Further studies in a number of areas related to the general issues of study habit problems among students of higher institutions of learning – Universities, Colleges of Education and Polytechnics and a secondary schools in particular is recommended.
5. A study similar to this study could be carried out in other institutions of learning in Nigeria. The finding of such study could provide the basis for greater confidence in making generalization to all institutions of learning.
6. Since these study have shown that environment where the students study contribute to a great deal to the students study behaviour problems, for instance where it is found that a noisy and distracting environment hardly encourages any meaningful and effective learning or private study there is need to investigate further into lecture room/classroom, school library, hostels, and laboratories and the location of school in particular.

7. The researcher also suggests that short and long term researches could be conducted to test the efficiency of bibliotherapeutic process as the therapeutic techniques in individual counselling of students and make it a cumulative programme.

## **5.7 Summary**

In this chapter, attempt have been made to summarize the major findings of the study with its conclusions and recommendations based on the findings. As part of the findings it was discovered that the student in the University are faced with similar study behaviour problems. It was recommended among other things that a functional counselling centre be set up in the Universities and all faculties to assist students in the aspect of effective study skills. Suggestions for further research was also made.

## REFERENCES

- Abdullahi, O.E. (1996). "Students responsibility in poor academic performance in Kwara State secondary schools". *The Psychologia: An International Journal* 4(1) 64-79
- Academic Planning Unit (MIS) 2004. Ahmadu Bello University, Zaria.
- Afe, J.O. & Eghoichuku, E.O. (2000). *educational psychology and learning*. Lagos: Tony Terry Prints
- Aina, J.O. (1985). "Libraries and education: A survey of secondary schools libraries in Ilorin Nigeria" *Ilorin Journal of Education* 5, 136-138.
- Aiex, M.K. (1993). *Bibliotherapy. Eric digest*. Washington: Bloomington Office of Educational Research Improvement..
- Akinboye, J.O. (1980). *How to study and pass important examination. A Psychological approach*. Ibadan: Martime Printers.
- Akinboye, J.O. & Akinboye, D.O. (1998). *Research methods* Ibadan: Stirling-Horden Publications (Nig) Ltd.
- Akinade, E.A., Sokan, B.O. & Osanenren, N. (1996). *An introduction to guidance and counceslling. A basic Text for Colleges and Universities*. Ibadan: Caltop Publications (Nigeria) Ltd.
- Aremu, O.D. (1998). The effect of two group counselling on the self-concept of selected junior secondary III students. *The Nigerian Journal of Guidance and Counselling* 6(1 & 2) 1-10.
- Bach, G. (1954). *Intensive group psychotherapy*. New York: Ronald Publishing Co.
- Barnett, J.R., Diversta, F.J. & Rogozinski, J.T. (1981). 'What is note-taking'? *Journal of Educational Psychology*. 73(2) 181-192.
- Barrass, R. (1984). *Study: A guide to effective Study, revision, and examination techniques*. London; Champman Hall.
- Bello, R.M. (2003) *effects of value clarification counselling on value-conflicts among secondary schools adolescents*. Unpublished Ph.D. thesis, Ahmadu Bello University, Zaria.
- Beneath, M.E. (1963). *Guidance and counselling in groups*. New York: MC Graw-Hill Book Company-Inc.

- Bimbaum, W.J. (1969). "The effects of structured and unstructured group male Collage students' under achievement". *Journal of Counselling Psychology* 24. 388-394.
- Bohlmann, N.R. (1986). "The use of bibliotherapy to counsel secondary school students against unemployment". *The Counsellor*. 9, 65-75.
- Brammar, B.B. & Shostrom, R. (1968). *Therapeutic psychology fundamentals of counselling and psychotherapy*. U.S.A.: Prentice-Hill, Inc.
- Buck, R. (1976). *Human motivation and emotion*. U.S.A.: Library of Congress Cataloging in Publication.
- Cattaell, R.B. (1961). *New concepts for measuring leadership in terms of group syntality*. *Human Relations*. New York: Ronald Press.
- Chevehend, S.W. (2001). "The effect of group counselling on junior high school boys. concepts of themselves in school" *Journal of counselling psychology* 4, 124-128.
- Cianciolo, P.J. (1965). *Children's literature: an action project to intercultural relations in the elementary school*. 11, 237-245.
- Combs, A.W, Avilla, D.L. & Purkey, W.W. (1971). *Helping relationships: basic concepts to the helping professions*. Boston; Allyn and Bacon .Inc.
- Denga, D.I. (1983). *The school counsellor in a developing nation problems and prospects* (2<sup>nd</sup> Edition) Jos; Savannah Publications Ltd.
- Denga, D.I. & Ali, A. (1990). *An introduction to research methods and statistics in education and social sciences* (3<sup>rd</sup> Edition). Calabar; Rapid Educational Publications Ltd Nigeria.
- Denga, D.I. (1983). *Guidance and counselling for the 6-3-3-4 system of educatrion*. Jos: Savana Publishers.
- Denga, D.J. (1986). *Guidance and counselling in school and non-school settings*. Calabar; Centaur Press.
- Duruh, G.N. (2001). *Academic need achievement and study behaviour problems of remedial students of Ahmadu Bello University, Zaria*. Unpublished M.Ed. thesis Ahmadu Bello University Zaria.
- Edigin, J.E. O. (2001). *Educational psychology and learning* Lagos; Tony Terry points.

- Egbochuku, E.O. (1997). *Differential effectiveness of three guidance Techniques in fostering career maturity among secondary school adolescent*. Unpublished Ph.D. thesis Department of EPCS, University of Benin. Benin City.
- Egbochuku, E.O. (1998). Effects of guidance techniques and initial entry career maturity behaviour self appraisal of secondary school adolescents. *The Journal of Guidance and Counselling* 6, (1 & 2) 105-116.
- Ehiozuwa, A.O. (1997). Effectiveness study methods in tertiary institutions. A paper presented at the orientation programme for 1996/97 NCE and B.Ed/B.Sc Students of Federal College of Education, Zaria on Tuesday, 13<sup>th</sup> May.
- Ehiozuwa, A.O. (2002). *The effect of bibliotherapy, oral information an anxiety and self-concept of primigratiadare*. Unpublished Ph.D. thesis Ahmadu Bello University Zaria.
- Engelkes, J.R. & Jandergoot, D. (1982). *Introduction to counselling*. London; Houghton Mittlin Company.
- Gazda, G.M. (1977). "*Group counselling: a developmental approach* London: Ally and Bacoy Inc.
- Ginott, H.G. (1968). *Group psychotherapy with children*. New York: McGraw-Hill.
- Goltschalk, L.A. (1998). Bibliotherapy as an adjunct in psychotherapy. *American Journal of Psychology* CIX. 632-637.
- Hayes, J. & Hopson, B.H. (1987). *Career guidance. the role of the school in vocational development*. Ibadan; Heinemann Educational Books.
- Heiminghaus, E.G. (1954). *The effects of bibliotherapy on the attitude, personality and social adjustment of elementary school children*. Unpublished Masters' thesis Washington University, St. Louis Missouri.
- Hoppock, R.Q. (1949). *Group guidance* New York; McGraw-Hill.
- Idofi, D.A. (1998). *The effects of study aims, approaches and time management on academic performance of students in College of Education, Jalingo*. Unpublished M.Ed. Thesis. Ahmadu Bello University, Zaria.
- Idowu, A.I., (2004) *Guidance & counselling in education*. Ilorin; Indemac Publishers (Nig) Ltd.
- Ikeme, T.N. (1991). The effect of conference on the career choice competencies of secondary school students. *The Nigerian Journal of Guidance and Counselling*, 4 (1&2) 37-44.

- Ikeotuonye, A.I. & Bashmir, F.A. (1989). *The Successful student; A Guide to University Life*. Zaria; Tamaza publishing.
- Ikegbunam, D.E. (2000). The relationship between aptitude study, habits and achievement among boys and girls. *The Counsellor*. 15(1) 1-8.
- Ipaye, T. (1990). *Guidance and counselling practices*. Ile-Ife; University Ife Press.
- Jatto, Y.A. (2003). "On Admission to University". A paper presented at the 2002/2003 orientation programme for fresh students of Ahmadu Bello University, Zaria November 2004.
- James, J.M. (1997). *Counselling in the elementary and middle schools*. A pragmatic Approach. Dubuque, IOWS; Broom Company. Publishers.
- Jones, A. Stettline, H.A. & Stewart, B. (1970). *Principles of guidance*. New York; McGraw Hill Book Company.
- Kagu, B. (1970). "The effect of group study habit counselling on academic performance of diploma students in the University of Maiduguri. Unpublished Ph.D. thesis, University of Maiduguri.
- Kagu, B. (2000). "The effect of group counselling on study habit patterns of adult learners". *The Counsellor* 18 (1)148-155.
- Kagu, B. (2001). Developing Effective Study Habits through counselling Among Nigeria Students. A remedy for mass-failure and Examination Malpractices. *Journal of Counselling and Human Development* 1(1) 103-105.
- Kazdin, A.E. (1974). *Self-monitoring and behaviour change*. Calif; Books/Cole.
- Kachthar, K. (1999). *Guidance and counselling in Colleges and University*. New Delhi; Sterling publishers Private Ltd.
- Kolo, F.D. (1988). A review of effectiveness of bibliotherapy as a technique for attitude change. Seminar. Nigeria Psychological Association Jos.
- Kolo, F.D. (1992), *Guidance and counselling in perspective*. Zaria; Department of Education. Ahmadu Bello University.
- Kolo, F.D. (1996). "An outline for counsellors' teaching of effective study procedure to their students". A paper presented at a workshop for counsellors in Kaduna state. Educational Resources Centre, Zaria. May 29 - 31.



- Kolo, F.D. (1997) "Study approaches among secondary school girls in Zaria and Kaduna". A paper presented at 2<sup>nd</sup> Regional Conference of World Council for Curriculum and Instruction. F.C.E. Kano, October, 20 - 24.
- Kolo, F.D. (2003). *Self assessment study inventory*. Zaria: Raspa Vicko Consultancy services.
- Kolo, F.D. (2003). *Basic concepts for behavioural researches*. Zaria: Raspa Vicko Consultancy Services.
- Kontrowitz, V. (1967). Bibliotherapy with retarded readers. *Journal of Reading*, 11, 205-212.
- Krejice, R.V. and Morgan, D.W. (1970) Determining Sample Size for Research Activities. *Educational and Psychological Measurement* 30:607-610.
- Krumboltz, J.D. & Thonesen, C.E. (1976). *Counselling methods*. New York; Holt, Rinehart.
- Kutara, E.G. (1995), Effect of assertiveness training and cognitive restructuring on students' low self-concept of academic ability. Unpublished Ph. D. Thesis University of Ilorin. Ilorin.
- Leib, J.W. & Snyder, W.W. (1967). Effects of group counselling on underachieving and self-actualisation. *Journal of Counselling psychology*. 14, 148-155.
- Levi, M.I. (1992) *Basic notes in psychiatry*. Kluver, U.K; Academic Publishers.
- Makarfi, S.M. (2002). The Effect of subject study procedure counselling on the academic performance of secondary school students in Zaria. Unpublished M.Ed. thesis Ahmadu Bello University Zaria.
- Mahler, C.A. (1969). *Group counselling in the schools*. Boston; Houghton.
- Maisamari J.Y. (2005) *Counselling students for effective campus life*. Kaduna Nigeria Joyee Publishers
- Mallum A.Y. and Tunji A.A. (2004) *information services and Appraisal Techniques*. In *Guidance and Counselling*. Jos. Institute of Education.
- Mamman, H.O. (1994). Effectiveness of two bibliotherapeutic techniques in enhancing students awareness of functions and services of the school guidance programme. Unpublished M.Ed. thesis. Ahmadu Bello University, Zaria.

- Neale, J.M. & Libert, R.M. (1980). Science and behaviour. an introduction to methods of research. New Jersey; Prentice Hall, Inc. Englewood Cliffs.
- Nisirimobi, O.S. & Ajuwede I.M. (2005) 'Effectiveness of Group Counselling and Bibliotherapy waves Pre-treatment Adjustment in Port-Harcourt Local Government Area of Rivers State'. *The Counsellor* 21, 136-145.
- Nwoye, A. (1990). Counselling psychology for African. Jos; Afab Educational Books.
- Odeyemi I.O. (1983), Effects of group counselling on secondary students in Mathematics behaviour. psychology for everything living. *Nigeria Journal of Applied psychology*. 2(2) 83.
- Ogunlade, E.O. (1986). The effects of group counselling on the attitude and performance of low achievers in arithmetic. *The Nigeria Journal of Guidance and Counselling*. 2(2), 103 – 121.
- Ohlsen, M.M. (1964). Group counselling. New York; Holt, Rinehart and Winston Inc.
- Okon, S.E. (1984). Guidance for the 6-3-3-4 system of education. Zaria; Institute of Education.
- Okon, S.E; (1988). The teenagers in Nigerian secondary school; Understanding and Guiding their Development. Uyo; Modern Business Press Ltd.
- Okoye, N.N; Adejumo, D and Achebe, C. (1990) Fundamental of guidance and counselling. Ibadan; Heinemann Educational Books. (Nigeria) Plc.
- Oladele, J.O. (1987). Guidance and counselling: *A functional approach focus on 6-3-3-4 educational system*. Lagos; Johns-had Enterprises. (Publishers).
- Oniyama, E.E. (2000). Advocating functional group programme for Nigeria. Tertiary Institutions in the 21<sup>st</sup> Century. *African Journal of Research in Education*. 1(2)22-25.
- Oyebode, M.O. (1990), Effects of an integrated behavioural learning approach on academic achievement of Senior Secondary School students in English language. Unpublished Ph.D. thesis. University of Ilorin. Ilorin.
- Ozigi, A.O. (1992) . *A students handbook and study guide* Lagos; Macmillan Nigeria Publishers Ltd.
- Parker, R.P. (1973). *Teaching English in the secondary school*. New York; Macmillan Publishing Co. Inc.

- Pardeck, J.A. (1989) "Bibliotherapy; A tool for helping pre-school children dealing with developmental change related to family Relationship". *Journal of Early Child Development and Care*, 47 (10) 7-29.
- Pardeck, J.A. (1990) "Using developmental literature with collaborative groups". *reading improvement*. 27(4) 226-237.
- Quzts, D.T. (1991). "The emergence of bibliotherapy as a discipline" *Reading Horizons*. 31, (3) 199-206.
- Richards, C.S. (1975), Behaviour modification of studying through study skills Advice and Self-control problems. *Journal of Counselling Psychology*. 22, 431-436.
- Robinson, F. P. (1997). *Effective study*. New York; Harper and Row.
- Robbins, S.P. (1991). *Organizational behaviour; concepts, controversies and application*. Englewood Cliffs; Prentice-Hall.
- Rubin, R.J., (1978). *Using bibliotherapy. a guide to theory and practice*. Canada; Orryx press.
- Salami, S.O. (1987). *Effects of mastering learning and counselling on learning out comes in Chemistry*. Unpublished Ph.D. thesis University of Ilorin. Ilorin.
- Salami, S.O. and Onyeacho, E.C. (1998). group facilitation of vocational maturity of some Nigerian adolescents. *The Nigerian Journal of Guidance and Counselling*. 6 (1 & 2) 27-41.
- Schrank, A.F. & Engels, W.D. (1981). Bibliotherapy as a counselling adjunct; research findings. *The personnel and Guidance Journal*. 60, (3)143-147.
- Shertzer, B. & Stobne, S.C. (1976). *Fundamental of guidance*. Boston; Houghton Mifflin.Co.
- Spache, G.D. (1989). Using books to help solve children's problems. book reading for poor readers. Illinois Champaign.
- Stewart, B. (1970) *Techniques of guidance*. Boston; Houghton Mifflin Company.
- Tews, R.M. (1962). Introduction to library trends. 11(2), 97-105.
- Thompson, D. (1995). *The concise oxford dictionary of current English*. Oxford; Clarendon Press.
- Thonesen, C.E. (1976). *Behavioural self-control*. New York: Holt, Rinehart and Winston.

Trotzer, J.P. (1977). *The Counsellor and the group; integrating theory training and practice*. California: Brooks/Cole. Publishing Company.

Vademudo, D. and Engelkes, J. R. (1982). Introduction to counselling. London: Houghton Mifflin.

Vandergoot, D & Engelkes, J. R. (1982). Introduction to counselling: London: Houghton Mifflin.

Waters, J. (1960). Group Guidance. principles and practices. New York: McGraw-Hill

Book Company Inc.

APPENDIX A

**SELF-ASSESSMENT STUDY INVENTORY (SASI)**

The instrument is designed to study some study behaviour problems affecting students. Your honest response to the questionnaire is important and will be greatly appreciated. Please read carefully and respond to each of the items (statement or question). According to the instruction. This is not a test, therefore there is no right or wrong answers to the items. In answering the questions, tick (/) only in the response you consider appropriate in each case.

**SECTION A: PERSONAL INFORMATION**

- 1. Name of Institution:.....
- 2. Department:.....Course:.....
- 3. Sex: Male:.....Female.....
- 4 Level:.....
- 5. Age:.....

**SECTION B: STUDY AIMS**

**INSTRUCTION**

Below are some reasons or purposes for study. Read through each and rate by ticking (/) each reason of how important that aim, purpose or reason is to you.

- 1. = Not important to me.
- 2. Just important to me.
- 3. Of some important to me.

4. Important to me.

5. Very important to me.

**SECTION B: STUDY AIMS**

		1	2	3	4	5
1	Remember the points only					
2	Understand well enough the points only					
3	Understand the details to help me present the facts.					
4	Allow me to argue my points well.					
5	Let me discuss with enough facts.					
6	Let me show my understanding of the subject.					
7	To pass my examinations only.					
8	Let others know that I am working hard.					
9	Let others know that I am a studious student too.					
10	Just to spend the time planned for reading.					

**SECTION C: STUDY APPROACH**

In section C and D are statements that need your response of how true they describe you. Read them carefully and tick (/) one number to show how true the statement is of you. There is no right or wrong answers. Your answer will only show a pattern in your study which can be used to assist you better.

1. = Not true of me at all

2. = True of me sometimes.

3. = True of me occasionally.

4. = True of me always.

5. = Very true of me always.

**SECTION C: STUDY APPROACH**

		1	2	3	4	5
1	I always want to recall the facts from my studies					
2	I always want to understand what I am studying					
3	I am interested in accepting the ideas already given in the book/note when I am studying.					
4	In my study: I always want to know the reason behind each point I come across.					
5	I always study in order to meet the examinations or test requirements only					
6	I always try to relate what I study now with what had earlier been studied in the subject..					
7	I do not worry about the reason behind my studying.					
8	I always relate ideas in my study to each other.					
9	I only memorise facts when I am studying					
10	I always examine the arguments put forward for any point in my study.					

## **SECTION D: STUDY TIME MANAGEMENT**

		1	2	3	4	5
1	Have on establish regular study timetable.					
2	Have determined the best place to study always.					
3	Waste much time when in for study most of the time.					
4	Have a crowded table/desk with materials not useful to my study at present.					
5	Do enough of reading during the time specified for my studies most of the time					
6	Have determined the best time of the day for my studies most of the time.					
7	Have decided on how much time to spend on my studies always.					
8	Keep to the time specified for studies most of the time					
9	Always use my study time for other activities e.g watching T.V.					
10	Always leave my study place before the end of the time allocated					
11	Get worried most of the times of how others do their studies.					
12	Do not evaluate what I have learn during the period of studies.					
13	I feel is done during the period of study is always not enough.					
14	Always spend much time in looking for a place for study.					

## **SUMMARY**

SECTIONS	SCORES
B S. AI	
C. S. AP	



**APPENDIX B****BIBLIOTHERAPEUTIC HANDOUTS USED FOR THE TREATMENT GROUP**

Three bibliotherapeutic handouts are used in this study. The three given to the subjects in the experimental group titled: Aim of study or study aims, study time and place management, and study approach.

Acquisition of some basic study skills is an important prerequisite for successful overcoming of study behaviour problems and success in academic achievements. Study is a deliberate effort by individuals to acquire knowledge. It is an undertaking which requires some skills to pass across new experiences. Study as it is used in this respect simply means, to intentionally give time and attention to something, or to learn and discover something. What you are about to read in this handout are some information which are part of a research study and the aims of study, time management and study approach techniques study aims are:

**C1 HANDOUT ONE****AIMS OF STUDYING**

Study aims are:

1. To communicate thoughts and ideas clearly
2. To acquire some skills and knowledge of study.
3. To understand basic facts about the notes or materials for study.
4. To recall details/information and to support arguments.
5. To discuss technical issues intelligently and wisely.
6. To demonstrate an understanding of the courses/subjects.

7. To develop effective study skills and ethical-character of study.
8. To pass examinations and tests.
9. To organise the materials for achievement and maximum, efficiency understanding materials to be studied without unwarranted delay.
10. Be real to yourself during study. That is, your attitude towards reading must be true.

### **C3. HANDOUT 3.**

#### **STUDY TIME AND PLACE MANAGEMENT**

1. Begin to study intime, and begin with those materials which are of medium difficult. (Warm-up) and with the most pleasant ones. For some students it is better to begin directly with the most difficult materials.
2. Don't use your valuable time getting prepared. When it is time for you to study, be prepared.
3. Always prepare your personal reading/study time-table and stick to it. By having a copy of your class/lecture and personal study time-table. This will keep you get prepared for every subject/lecture you have in the study time-table everyday.
4. Give more time to the courses/subject that you find more difficult to understand. The courses/subjects that you find difficult to understand should be fixed at the period that one must likely to have a high level of concentration i.e when one have rested and is at his normal level usually early morning hours or evenings.

One of the most important decisions you will have to make as a study is how to organize and get the best out of your study time and place.

1. Always prepare a time schedule for your study and weekly routine. A time schedule helps you develop a daily and weekly routine that will allow you to be successful in your study and in your leisure activities.
2. Always have all your studying/reading materials (books, notes, reference, biro, pencil etc) ready at your allotted time.
3. Consider conducive area where you are going to study. That is, always choose an area of study (the library, lecture room, your hostel, the student common room) that will be conducive for you and make you comfortable for effective study to take place.
4. Always consider and select your study partners. Working or studying with others who are serious and made the study commitments that can help you.
5. Group discussion/study discussion with your fellow students in your classes/levels or your seniors in the hall of residence, may be of great advantage to you by sharing ideas and knowledge together. You can also help each other and learn to share the art of study habit.
6. The places of study must be equipped with the convenient study chair and desk/table. The room should be somewhere that suits you psychologically.
7. There should be bright lights and the place or room should not be too hot or too cold. Look for and secure a study place(s) that is free from distractors and noise. There should be no distractions such as, posters pictures noises or music.
8. The study season must be distanced from roads and from time developed to intense play exercise.

9. Alternate a reading subject/courses with a practical course/subject, in order to sustain your interest and high level of concentration.
10. Rest, pauses, are useful if your study periods exceeds an hour. A short ten-fifteen (10-15) minutes break after an hour's concentrated work will refresh you, as well a change of interest.
11. It is said that "all work and no play makes Jack a dull boy". You need to be physically and mentally alert in order to face your studies effectively. Always participate.
12. Do not attend too many kinds of campus activities or student association activities to occupied your time, if not your school work or studies will suffer.

## **C2. HANDOUT TWO**

### **STUDY APPROACH**

- I. During your study period used outlines and summary of materials. Making a summary of a previously underlined text in which only the most important must be included.
- II. Always sit-up while reading or studying. Don't place your head on the table or desk while reading. This may make you sleep or reduce the level of consideration.
- III. The use of armchairs, settees or bed should be avoided while studying.
- IV. Don't chew chewing-gum or anything for a reasonably long period, or even at all, while reading or studying this may equally reduce your level of assimilation and

concentration.

- V. Don't allow any emotional or other problems such as day-dream disturb your mind, otherwise you will find it difficult to concentrate on your studies.
- VI. Develop positive interest and attitudes to all your courses/subjects, lecturers and environment of study. That is, you must not hate any of your lecturer and as a result hate his/her course or subject.
- VII. Be humble, respectful and diligent in your study.
- VIII. Always maintain right, good and positive attitude to all your courses or subjects and the subject teachers/lecturers.
- IX. Listening to radio, watching television, eating, chewing something are all bad habits to effective study to take place.
- X. Make sure that you attend all your class lecturers regularly and punctually.
- XI. Immediately after a lecture has been delivered it is essential to review such lecture as soon as possible.
- XII. Always consult dictionary as often as you feel the need for it during your study period.
- XIII. Be willing to assist other students who approach you for help. By helping others you are reinforcing your own knowledge.
- XIV. Avoid story-telling or gossiping, or any other type of noise making while reading or studying.
- XV. During the period of your study always try to leave the easiest and most pleasant tasks for the end of session. That is, begin with more difficult activities or those of medium difficulty.

- XVI. You must start study immediately you gets to the study-place. That is, always trying to get yourself down to study without unwarranted delay by organising the materials to be studied in order to achieve maximum efficiency.
- XVII. Be conversant with your previous question papers, assignments, tests and other answer scripts. The past question papers will be better revised in your study groups.

#### **C4 HANDOUT FOUR**

#### **TECHNIQUES FOR STUDY**

Good and effective study habits may also involve some other techniques which can aid the students in reducing their study behaviour problems. Ipaye (1986) and Ogbodo (2002) suggests that a method of SQ3R as effective method of study. The approach derives its name from the five steps as: - S- survey, Q-question R-read, R - recite and R-review.

The method emphasises active practice and encourages self involvement in learning or studying.

S-surveying - the surveying as a study technique means going through the passage or material intended to be studied. Survey material to be studied begin with getting overview of the material you want to read or study, note the title, read the introduction, skim the passage. It is also to check through the pages, to get a glimpse of the main ideas with the help of subtitles and diagrams. Here you take a piece of knowledge or materials (books) and glance through it. If there is the table of content you glance through. Glance through the topics and sub topics. This will enable you to have general ideas of what you are studying. Read the introduction, the main heads or ideas and summary of the contents.

## **Q-Questioning-**

At this stage you convert all the headings and sub-headings or topics and sub-topics into questions by formulating questions that will help you discover the main topic, the author's style of writing and how you can apply the facts. When you do this you are preparing your mind to provide answers to the questions formulated. You can also use the questions at the beginning or end of the chapter, or topic of your notes or lectures.

## **R-Read**

At this stage read carefully and diligently with attention to the question you started with and taking particular note of italicized words, important terms, main ideas, graphs, diagrams and charts.

The stage also involves to read and re-read with the intention to provide answers to questions. (You have to read with full attention, concentration and note the facts and points which are answers to the questions.)

In case of personal note, underline important points circle words you do not understand etc. Also consult your class mates on the material.

## **R-Racing**

Racing as one of the stages of technique of study habit is a verbal summary of what has been read. You can do this in two ways either by writing it in your jotter or by saying it off-head. (But do not commit it into memory) that is, without looking into textbook or note. The process of recitation requires using your personal expression to restate, list and summarize major ideas in the passage. It is the stage you make attempt to answer the questions at hand without making reference to any note or text-

book. This means you have learnt or you have studied with understanding.

### **R-Reviewing**

The review stage invokes recitation, questioning and re-reading of materials. It also involves checking for the meanings of words not understood, seeking clarification on certain terms, concepts and trying to clear your doubts on points and issues on materials read. In it you go through material over and over and make summary.

In the process of your reviewing you have to go back to do what you did not do at the survey stage again to refresh your memory. The immediate review is necessary to offset the rapid rate of forgetting and also to make sure that the key words written down and make meaning to you.



## APPENDIX C

### POSTALS ON GROUP GUIDANCE AD BIBLIOTHERAPY TECHNIQUES