

**STUDY HABIT AS CORRELATE OF ACADEMIC PERFORMANCE AMONG
SENIOR SECONDARY SCHOOL STUDENTS IN MINJIBIR EDUCATION ZONE,
KANO STATE: IMPLICATIONS FOR COUNSELLING PRACTICE**

BY

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DEDICATION

This research work is dedicated to those who live in bondage without rest and toil without reward, the afflicted, the hopeless, the oppressed, and those who never intend to be a dark – cloud covering the sun for anyone, and to a lowly, lonely and orphans personalities. As well as those who filled the void of mental emptiness in my life.

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ABSTRACT

Correlation research design was used to examine the study Habit as Correlates of Academic Performance among Senior Secondary School Students in Minjibir Education Zone, Kano State: Implication for Counselling Practice. The main objective is to find out the relationship between study habits and academic performance among senior secondary school students in Minjibir Education Zone, Kano State. Based on this four research questions and three null hypotheses were formulated. The population of the study consisted of 3,402 SS2 students, from which 346 were selected as the sample of the study. Multistage sampling technique was used and data collection instruments were used. These include Study Habits Technique Inventory (SHTI) and examination inventory using the item relevant to the variable qualifying examination (2017/2018) used as academic performance. An adopted instrument namely Study Habit Technique Inventory (SHTI) is duly validated, content validity was ascertained by experts in education. For reliability a pilot study was conducted to test the reliability of the (SHTI). Data were analyzed using mean and standard deviation for the research questions. While PPMCC was used to test the first hypothesis, t – test for independent sample for second and third hypotheses. The finding of the study revealed that there is significant relationship between study habits and academic performance of senior secondary school students in Minjibir Education Zone, Kano State. With coefficient of 0.881, $P=0.000$. then hypothesis (ii) the analysis revealed that there is significant gender difference between male and female SSSS in Minjibir Education Zone, Kano State; it showed the t – value of 0.061, $p=0.952$. Hypothesis (iii). The analysis showed the t – value of 0.148, $p=0.883$. On the basis of the above result, it was recommended (a) Vitality counselling programme and techniques should be organized to improved positive attitude of the students toward learning. (b) Study habit strategies should be integrated into Senior Secondary School Curriculum. (c) parents needed to provide essentials materials and encourage their children to study hard.

LIST OF TABLES

Table 3.1: Sample Size	62
Table 4.1: Frequency and Percentage of Respondents Based on Gender and Subject Area	66
Table 4.2: Prevalence of Poor Study Habits among Senior Secondary School Students	67
Table 4.3: Correlation Coefficient 'r' of Study Habits and Academic Performance of SSS Students	68
Table 4.4: t-test Analysis for Study Habits Mean Scores between Male and Female Senior Secondary School Students	69
Table 4.4: t-test Analysis for Study Habits Mean Scores between Science and Non-Science Senior Secondary School Students	69

OPERATIONAL DEFINITIONS OF TERMS

Study Habit: This is a behavior style that is systematically formed by student(s) toward learning and academic performance or simply refers to student learning style developed over a period of time. In other words study habit refers to combination of skills adopted by students preparing and writing examinations. Learning and remembering strategies, writing assignment and homework, as well as planning and organizing time for study.

Academic Performance: Here academic performance refers to standardized scores in mathematics in qualifying examination 2017/2018 session in Kano State.

TABLE OF CONTENTS

APPROVAL PAGE	ii
CERTIFICATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vii
LIST OF TABLES	viii
OPERATIONAL DEFINITIONS OF TERMS	ix
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	7
1.4 Research Questions	7
1.5 Hypotheses	9
1.6 Significance of the Study	9
1.7 Scope and Delimitation of the Study.....	10
CHAPTER TWO	11
REVIEW OF THE RELATED LITERATURE	11
2.1 Introduction	11
2.2 Conceptual Framework	11
2.2.1 Study Habit.....	11
2.2.2 Formation of Study Habit.....	18
2.2.3 The Teacher’s Role in Developing Study Habits.....	18
2.2.4 The Parents Role in Developing Study Habits.....	19
2.2.5 Study Techniques	19
2.2.6 Study Habit Techniques	23
2.2.7 The SQ3R Technique.....	24
2.3 Concept of Academic Performance.....	25
2.3.1 Causes of Poor Academic Performance	26
2.3.2 Factors Affecting Academic Performance	29
2.3.3 Gender and Academic Performance.....	35
2.3.4 Subject and Academic Performance.....	36
2.3.5 Concept of Counselling	38
2.4 Theoretical Frame Work	39

2.4.1	Behavioral Counselling Model.....	40
	Angle Modulation	50
2.5	Review of Empirical Studies.....	50
2.6	Summary and Uniqueness of the Study	59
CHAPTER THREE		60
METHODOLOGY		60
3.1	Introduction	60
3.2	Research Design	60
3.3	Population and Sample.....	61
3.3.1	Population of the Study	61
3.3.2	Sample Size	61
3.3.3	Sampling Techniques	62
3.4	Data Collection Instruments.....	63
3.4.1	Study Habit Technique Inventory	63
3.4.2	Measure of Academic Performance	64
3.5	Validation of the Data Collection.....	64
3.5.1	Validity of the Instrument	64
3.5.2	Reliability of the Instrument.....	64
3.6	Procedure for Data Collection.....	64
3.7	Procedure for Data Analysis.....	65
CHAPTER FOUR.....		66
DATA PRESENTATION AND ANALYSIS.....		66
4.1	Introduction	66
4.2	Data Analysis	66
4.2.1	Summary of Data.....	66
4.2.2	Answering Research Questions.....	67
4.2.3	Hypotheses Testing	68
4.3	Summary of Findings	70
4.4	Discussion	70
CHAPTER FIVE		75
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS		75
5.1	Introductions.....	75
5.2	Summary	75
5.3	Conclusions	77

5.4	Implication for Counselling.....	77
5.5	Recommendations	80
5.5.1	Recommendation from the Study.....	80
5.5.2	Recommendations for Further Study	81
	REFERENCES	82
	APPENDICES	88
	ABBREVIATION.....	88

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The researcher was motivated to conduct study in this area (i.e. study habit as correlate of Academic performance among senior secondary school students in Minjibir Education Zone, Kano State: Implications for Counselling Practice) due to the public complain on poor in external examination of particular WAEC (West African Examination Council) and NECO (National Examination Council) Asikhia, 2010; Guardian, November (2009), January 28 and 5th February, (2010); Nigerian elites forum 2010, that part, lack of proper study habits on the part of the students contributes to their poor performance in test and examinations.

Habit is like an angry scorpion, a slight mistake could get you suffer, likewise a slight abandon of the habit of study could cause a terrible set – back and failure in academic performance. Hence, habit captured the nature of the individual (student) learning, and the learning nature control the academic performance. The degree of success in academic performance largely depends not on the students' brightness, but the nature of their study habit.

Another issue is the negligence of the student in regard to study habit which caused massive failure in test and examination. Hence politicians mocked their counterpart by sending young to the football field instead of the schools i.e. "inamatasa?" replied "sunafilin ball".

The student now a day engaged themselves upon areas which could not benefit them i.e. they duly engaged on issues concerning European leagues and all other European

competition, spent much time on facebook, whatsapp, instagram or exploratory wrong websites. Therefore, the issue of learning (study subsequently) is abundant.

Another reason that pushed the research to conduct research in this area is the present complaint and advocacy by the federal ministry of education to inculcate reading culture in our youth across primary school, post primary and tertiary level because of the decay in study habits which is very common among Nigerian youth Vanguard, September, (2009).

One of the problems militating against education in Kano state is that the public has lost confidence in secondary education because of the decline standard and poor performance of students in examination, Abbas (2017). This is a serious concern because senior secondary school students are the candidates of tertiary and university education.

Besides, there is a problem of counselling practice, hence from my little teaching experience and interacting with students, some students observed their afternoon and evening preps and even some of the male students do till down but during and after the test or examination, yet the issue remains, looking for that therefore, students' performance is worst not simply because they lack study habits rather they lack counselling practice, because in many cases, students do not know where to begin, do not fully understand how to use the material, are not motivated by it, feel that there was too much work given to them with too little time to complete or to study it. If they are not counsellors (counselling practice not employed) students will continue to test poorly and not perform to their fullest potential.

Researchers and stakeholders in education have developed a profound interest in effective study habits as correlates of academic performance. However, the persistence cases of examination malpractice have justified the defective study habits and counselling of our youth today, thereby leading to worst academic performance which eventually leads to other maladaptive behaviors in schools, this agitation facilitate the researcher to undertake the current study.

Research on the study habits on senior secondary school student academic performance has been an issue of interests to scholars. Previous available literature revealed that several researches where carried out on effect, difference and study of the study habits and academic performance, but it seems to appear that there was no specific research on the study habit as correlate of academic performance among senior secondary school students in Minjibir education zone, Kano State implication for counselling practice.

The researcher conducted research on this area in order to unfold the inconsiderable advantage of guidance and counselling in all level of education as it relates to the study habits counselling in order to facilitate effective academic performance, so as to make government and stakeholders in education to appreciate the significance of counselling been very important and relevant to schools in Nigeria. Indeed its importance cannot be over emphasized to both schools and the Nigerian society, because it leads the individual to understand himself, his environment, improving his morals, occupation, social and recreational attitude, gearing his mind in the proper direction and maintain his emotional balance. Such programme will help the country's manpower needs and also greatly help in achieving the objectives of Nigerian government national policy on education.

1.2 Statement of the Problem

Education has been recognized as an indispensable tool for national development. The National Policy on Education (NPE) revised 2004 pointed that “education is a dynamic instrument par-excellent for effective national development”. But the nature of the academic performance in our schools has come to serve as a great threat to the actualization of the education goals. Since 1984/85 the effective academic performance progress started falling down drastically. Now a day academic performance is fearsome. NG scholars (2018) reported that statistics result NECO 2014 shows that 70% of candidate who sat for the exam failed. The News (newspaper) Wednesday, September 28, 2016 reported that students performance in SSCE over 5 years in North-West disappointing stakeholders, (Adamu Adam, minister of education) i.e. cumulatively, 158, 035 students sat for WASSCE from 2011 to 2015 and recorded only 12.8 percent pass in five subjects.

The most causative agent or factor of this bad result academically is the nature of the students study habit. In those days or years students study habits was sound and appreciable, i.e. were students married their notes, and practiced their exercises constantly. Go over and over their notes, having group discussion, advance their research. When examination approach, those in day schools find a safe house where they revised day and night. In boarding schools even though school authority prohibits “Bosho” (waking-up in midst of the night to study/read), but students wouldn’t abide by the rule, but now they spend their time on internet and watching European leagues. Report has shown that about 83% percent of youth visited or use Facebook, 46 % use WhatsApp, 20% Instagram that with regard to social media (Polse, 2019).

It is indeed contrary looking at the nature and situation of our students today. Hence students of today are of the habit of “KaratunAlkuki”. When they back home from the school they kept the books in safe or locker, they never look for them until tomorrow when they go to school. Every day the volume increase and no care taken “shifchinGizo”. Do you know the problem? The problem is that student’s lack the sense of studying subsequently and teacher, parents or community couldn’t took actions. Consequently, that lack of study habit in students creates examination malpractice; Olugbile (2004) reported that out of the 909,888 students who sat for SSCE in 2002, 95, 519 of them were involved in examination malpractice. While recently Guardian News Paper (2016) reported that over 111,969 students and 324 secondary schools in the North-west and South-south were found guilty of examination malpractices. Examination malpractices are common, everywhere and every examination witness the emergence of new ingenious ways of cheating (Nnam and Inah, 2015).in both teachers and parents, because they want their children to pass through a mischievous way. Even government encourages that by creating special centers. Students turn into work hard free ate all through prohibited way, or sweatless ate down-sat (cimazaune). This is a very serious problem that destroys a society and nation at large. This is mainly because those students would later became doctors, engineers, administrators, teachers etc, imaging what kind of service do they render?

Besides, the policy of (NPE), the quality of the society or nation depends largely upon the quality of its young ones. Hence they are the ones that replace or overtake the older ones. And the quality of those younger ones depends on their quality of education. Academic performance entails how the quality of education is. Similarly, academic performance largely depends on the study habit, because they are connected with other elements as fish and water. No matter how brilliant and bright, how

qualified the teachers, how effective the instructional materials, how good the condition and situation of the environment (schools) are without study habit they are all useless. This study habit today affects academic performance and made students lost the qualification and kills the desire for further study; thus very few students were able to obtained the require grade for them to be admitted into the higher institution or university in Nigeria In Kano state, the ministry for Education also decried the woeful performance of students in the examination. Record by KSERD to NAN (News Agency of Nigeria) indicated that 50, 075 students wrote exam in 2012 but 9, 944 students met the minimum university entry equipment. Likewise in 2013, out of 50, 640 students 18, 159 students met the requirement, in 2014 out of 48, 567 students 15, 791 students met the requirement.

It was as a result of the interest and willingness of the educationists and others concerned; the agitation for the investigation on study habit as correlate of academic performance among Senior SSS in Minjibir Education Zone, Kano State; implication for counselling practice came into being or necessitated.

Furthermore, the need to find out whether study habit correlate of academic performance cannot be over emphasized as a result of the concern by the stake holders and the recent advocacy made by the Federal Government over the bad attitude of students to study which leads to media programmes been mounted to encourage reading culture in students. As well as the public outcry for the poor performance public examinations justified the need to undertake a research on study habit as correlate of academic performance among Senior Secondary School Students in Minjibir Education Zone, Kano State; implication for counselling practice.

Certainly, this issue of study habit and academic performance became serious and terrible problem that put the society at risk. Mainly because its youths that later will handle the affairs Unless the past is rectified history will continue to repeats itself. Therefore this problem must be critically examine and find out the possible solution.

1.3 Objectives of the Study

The objective of the study are to find out:

1. Prevalence of poor study habits among senior secondary school students in Minjibir Education zone, Kano state.
2. Relationship between study habits and academic performance among senior secondary school student in Minjibir education zone, Kano state.
3. Gender difference in study habit among senior secondary school student in Minjibir education zone, Kano State.
4. Difference in study habits by subjects area among senior secondary school student in Minjibir education zone, Kano State.

1.4 Research Questions

The following research questions are answered in this study:

1. Is there prevalence of poor study habits among Senior Secondary School Students in Minjibir Education Zone, Kano State?
2. Is there relationship between study habit and academic performance among senior Secondary School Student in Minjibir Education Zone, Kano state?
3. Is there gender difference in study habit among senior secondary school students in Minjibir education zone, Kano state?
4. Is there difference in study habits by subjects area among, Senior Secondary School Students in Minjibir education zone, Kano state?

1.5 Hypotheses

The following hypothesis will be tested at 0.05 level of significance:

1. There is no significant prevalence of poor study habits among Senior Secondary School Students in Minjibir Education Zone, Kano State
2. There is no significant relationship between study habits and academic performance among senior secondary school students in Minjibir Education Zone, Kano State.
3. There is no significant difference in the study habit of male and female senior secondary school student in Minjibir Education Zone, Kano State.
4. There is no significant difference in study habits of arts and science based senior secondary school students in Minjibir Education Zone, Kano State.

1.6 Significance of the Study

The research findings will hopefully make a remarkable contribution to the whole body of knowledge especially in the area of guidance and counselling by pointing out and signifying the importance of study habit on academic performance among secondary school students.

The research findings will also hope to benefit teachers by equipping them with essential means and materials which will be used to help their students to develop better study habit; as well as their role as care givers who impart a great deal of knowledge to their students, indeed the findings of this research will serve as a guide to them and a means of addressing the problems of academic performance of secondary school students.

Guidance officers serving in the ministry will benefit in creating awareness to schools relating to study habit to cut across schools in information dissemination relating to study habit counselling.

Nevertheless, the research findings to student being the learners will serve as a guide to them in addressing their problems of academic performance more specifically study habit among secondary school students in mathematics. Besides, the research findings will enable the students to know something about the study habit, its techniques and types. Therefore, they can be adopted by the most effective one.

1.7 Scope and Delimitation of the Study

The study focused on the study habits as correlates to the academic performance among senior secondary school students in Minjibir Education Zone, Kano state: implications for counselling practice. Minjibir Education Zone consist of four local government areas (Ungogo, Gabasawa, Gezawa and Minjibir Local Government Areas). The educational zone has forty four senior secondary schools. But limited to eight senior secondary schools, four for boys and four for girls. Meanwhile, the study is limited to public schools only with year two (SS II) students 2016/2017 academic session. Other variables like congruence, unconditional regard and other behavioral problems are all delimited in the study.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 Introduction

This chapter reviewed literature on the study habits as correlates to academic performance among senior secondary school students in Minjibir Education Zone, Kano State: implications for counselling practice. The chapter discuss Conceptual Framework, Study Habit, Typology of Study Habits, Formation of Study Habit, The Teacher's Role in Developing Study Habits, The Parents Role in Developing Study Habits, Management of available time for studying, Method of tackling test and examinations problems, Causes of poor study habit, Prevalence of poor study habits among students, Effects of study habit on students' learning. The reviewed provide theoretical frame work justification, review of the empirical studies, summary, and uniqueness of the study.

2.2 Conceptual Framework

2.2.1 Study Habit

Habit according to Britanica Encyclopedia (2011) stated that habit in psychology is any regularly repeated behavior that requires little or no thought and is learned rather than innate. Williams James (2012) Said habits means conserving high marital process for more demanding tasks, though they promote behavioral in flexibility, in line with this multidisciplinary International Journal (2015) cited Emerson who maintained that habit refers to that which we persist in doing, becomes easier, not that task itself has become easier, but that our ability to perform it has Improved. In addition Edo Journal of counselling (2010) cited Norramore (1974) who defined habit as a pattern of activity, which through repetition has been learned to the point that it has become automotive and can be carried on with a minimum of conscious effect.

Study refers to putting oneself to possess or acquire skills, experience, mastery, understanding about on something. The etymological meaning of study maintained by the Multidisciplinary International Journal (2015) that the word study, is derived from old French *estudie*, from Latin *studium* zeal inclination, from *studere* to be diligent. So, the word study means to apply one's mind purposefully top the acquisition of knowledge or understanding of (a subject). As well as the cognitive process of acquiring skill or knowledge. While, Edo Journal of counselling (E.J.C, 2010) cited the learner dictionary which has defined study as a mental effort to obtain knowledge. This means that studying is an art of acquiring knowledge, but also the skill and the habit to study.

But current research journal of social sciences (CRJSS, 2012) cited psychologists such as Longman and Welt who have attempted some definition of the word study to them study means hard work and is usually associated with school work. To others, study is applicable to other situations in life other than academic work. (CRJSS, 2012) further quoted Okorodudu (1995) who assorted that study involves the total of all behavioral pattern condition, verbal psychomotor, emotional determined purpose and enforced practices that the individual adopts in order to learn and achieve competence.

Study habit as stated by the International Journal of Social Science and Interdisciplinary Research (IJSSIR) 2013 that it implies a sort of more or less permanent method of studying. The journal further quoted Goods dictionary of education which states that Study habit is the tendency of pupil study when the opportunities are given, the pupils way of studying whether systematic or unsystematic, efficient or inefficient. Thus study habits are the essence of dynamic personality. Indian Journal of Applied Research (2014) defined study habit as the sum

of all the habits, determined purposes and enforced practices that the individual uses in order to learn. Moreover, IJSSIR (2013) defined study habits as those techniques, such as summarizing note taking, willing or locating material which learners employ to assist themselves in the efficient learning of the material at hand. Similarly, Omotere Tope (2011) asserted that study habit is a behavior style that is systematically formed by students towards learning and achievement.

Most students perform poorly or fail on examination not because they have low intelligence, but because they do not know how to study what gain from the classroom activities. Many students lack focus and purpose for being in school and becoming range goals or plans are not properly conceived. Therefore, students soon develop poor study habits. Good study habits include the following:

- i. *Plan Your Time:* I.e it is easy to get overwhelmed by everything you need to accomplish in college, plus everything is going in your personal life. Before you know to the exam is tomorrow, and you know what its about. To prevent it, go through each course plan at the beginning of the term, and plan ahead how much you'll need to study every week to move through the entire materials. Make sure to leave time to catch up, because unexpected thing could come up, or some aspects of studying could take longer than expected.
- ii. *Set Study Goals:* I.e. it helps you get started with study goals by quantifying how much studying you need to get done every week for every subject.
- iii. *Ask For Help:* I.e. you never need to feel embarrassed to ask for help, but ask for help even if you fail embarrassed, with whatever you need.
- iv. *Reward Yourself:* I.e. it encourages you to keep going ever when it's hard. It doesn't have to be something big. It can be as small as watching favorite show or eating ice cream after overcoming a studying challenge. Remember, that

what works for others might not work for you as far as bad and good habits are concerned (University of the people, 2018).

The following are the problems associated with Study Habits

- i. Study habits entangled with so many obstacles ranging from students built up, as well as the environmental contingencies within which the students operate, that a part study habits can be effected by the students make up (uniqueness personality, emotionality, cognitive intelligence).
- ii. In a nut shell another obstacles that may be encountered in study habits is the ability of the students to utilize his educational skills (i.e. educational aims and objectives).

Study habits counselling is embedded with the following problems which include:

- i. Problems associated with time given to study.
- ii. Problems associated with the concentration during study.
- iii. Problems associated with response to take home school assignment.
- iv. Problems associated with reading
- v. Problems associated with consulting teacher.
- vi. Problems associated with note taking.
- vii. Problems associated with examination
- viii. Problems associated with writhen works in volume and in quality.
- ix. Problems associated with study preparation.
- x. Problems associated with verbal expression and discussion. The research is intended to offer counselling services for the pupils to overcome their in the future.

The rampant cases of examination malpractice and the public outcry on the poor performance in public examination agitated the need for professional study habits counselling technique in our schools in order to grapple with present educational predicament successfully. Poor reading habits or study habits occur because it is not well practical.

Typology of Study Habits:

There are some known study/reading habits which have either positive or negative orientation. For the purpose of this study they are grouped.

- i. Hobbial
- ii. Recreational
- iii. Concentration

The above ones produce positive effect while

- iv. Deviational has a negative effect.

i. Hobbial

A hobby is an activity one does because he derives some joy and satisfaction in doing it. After formal education attainment, some people like reading as their hobby. Its purpose is to widen the reader's horizon in things educational, religious, political, economic, current affairs, fiction and nonfiction. The practice of reading as hobby makes one versatile in knowledge in many areas and the person can discuss knowledgeably with others. This type of reading is a positive one to learning not only in developing mental reasoning, but also in helping the person to satisfy his interest and aspirations.

ii. Recreational

Fundamentally, reading for recreation or relaxation is very common among the education elite. People who have gainful employment spend the whole day in the offices trying to solve problem related to the jobs they do. When they come back from work, they normally desire a change by reading books, newspapers and other written materials which are different and of interest to them. Student should encourage to read magazines instead of reading text books all the time. Students, who read magazines at Interval learn to relax, cool their brain and avoid internal fatigue. This type of studying produces positive results as it keep the students interest, helps them to acquire more knowledge and makes for a disciplined life in the school. In most cases, its effect in inducing sleep and rest after various reading in the classroom or the library adds to good health habits.

iii. **Concentration**

The concentration reading is not positive but it is the most important that provide the desired outcome. It is the bed rock and the result oriented reading which makes for achievement.

iv. **Deviational**

The reader deviates from the actual reading and pretends to be reading. If this habit is not curbed in students, it may lead to los of interest in the acquisition of knowledge. Studying or reading textual materials by this method takes the form Brown study or browsing (we would talk on them onward). Result of this type of reading is a negative one because the person deviates from the norms and rules of the actual studying.

- a. **Brown Study:** In this context, the mind of the reader wanders away when he opens a book. He look at print without actually grasping anything. Looking refers to the physical use of the facial structure in a particular direction, in the

case of the book as target for the looking. On the other hand, seeing connects the extra application of the eye as one looks.

Focus is necessary if the use of the eye will be meaningful. The ocular nerves are employed in order to use what one looks at, for the brain to pick the message for future use if necessary. Brown study depicts deceit of one self. Student should be advice to change to the recreational reading immediately the mind begins to wander away while one is reading.

- b. **Browsing:** This practice refers to reading of a material without any definite plan or interest. It also known as glancing through. This type of reading is common among people who enter into a bookshop or a public library and pick up printed materials to see if there is anything of interest. For example, one can browse through newspaper and magazines to pick up some worthy news by a quick glance through headline. In such a case it may reduce a positive result as one becomes interested and decides to buy or borrow such printed material.

However, deviational studying habits by students are a defense mechanism to satisfy parents and teachers. Deviational studying in all its forms result in learning malpractices, failure in examinations, learning frustrations, loss of self-concept, school drop-out etc.

Teacher and school counselors should watch out for this type of negative studying habit among school children, Ogbodo (2006), cited by Edo Journal of counselling (2010).

2.2.2 Formation of Study Habit

An individual may be doing poorly in school though actually putting in a reasonable amount of study time, on account of poor study habits. No one knows where or when he acquired them, but failure has, to some extent, become a habit. Not only can bad habits be broken, but they can be replaced by good habits relatively easily. The steps by which good study habits can be formed are given below:

1. It is much easier to replace one of our habits than to break it entirely. So, one should not attempt to stop poor study habits, but just to learn the good one that constitute them.
2. Go on practicing. There is no way around it. The more we do something, the more ingrained it becomes.
3. It is better to seek help of friends and family to one's new practice of a study habit regularly followed. Added pressure by others is a good motivator. YAN Project (2012).

2.2.3 The Teacher's Role in Developing Study Habits

The teacher's emphasis will change the way ones study. Effective teaching with its four components, knowledge, understanding, application, and skill fulfilled, can definitely elevate one study habits. Some teachers encourage the students to memorize and some others emphasize the need for learning by understanding, avoiding memorization. Hence, in developing a study habit, it's not only a student who performs, but also a teacher. Teachers are unique in their teaching approach. According a student adopts a particular approach in a particular class. As is the teacher, so is the student. YAN Project (2012)

2.2.4 The Parents Role in Developing Study Habits

YAN Project (2012) cited Ron Fry (2000) who says ‘The Parents involvement is absolutely essential to a child’s eventual success. A parent not even for a minute, underestimate success. Nancy I. Welshew (2003) as quoted in an article YAN Project (2012) points out, parents can help improve their children’s behavior in school by becoming more involved in their education, monitoring their actions, and helping to increase their achievement, educational expectations, and positive self-perceptions. It is clear that parents have a specific role in developing one’s study habits.

2.2.5 Study Techniques

Most of the students do not know how to study probably because they are not aware of what techniques to apply in the study situation or they study at odd times and in odd places. Current Research Journal of Social Science (2012) quoted Hill and Ballow (2000) who’s had an understanding of this deficiency in students approach to study and they developed a comprehensive study skill manual for college students. Effective study cannot be acquired without the application of these skills and methods, some of which include; reading, note taking, time consideration, organizing material in a study and choosing a good study environment among others.

- a. **Environment of the Study:** Consideration here first given to the environment of study as it appears to have diverse effect on the whole concept of study. Where one studies has an important effect on ones efficiency because the location and all of its characteristics are stimulus. The stimuli of the study situation should reduce the response of studying and no other response. It has been suggested that an important approach is to have a set aside specifically for study. It should be well ventilated, noise free and well lighted room or open place with a desk and chair. Current Research Journal of Social Science (CRJSS, 2012) cited Ruck (1995) who

wrote on the need to consider the type of chair and desk used for study. These that should allow the individual to maintain an erect and comfortable sitting posture. It's maintained that the study desk should be spacious enough for the books and materials but should contain only what one needs at a time. While in relate to this Hepher (1990) as quoted by CRJSS (2012) revealed that the effect of temperature and humidity on the body temperature of the individual can cause a reduction in the body function and mechanism. He said the emphasis here is on the need for abundance of fresh air in the study environment to avoid unnecessary failure. In regard to this also Hills and Ballow (2000) quoted by CRJSS (2012) pointed out glaring light could cause eye strain and headache.

Taking to consideration a rural setting where students have to study under locally made lamps and hurricane lanterns, these should be adjusted well enough to reduce light intensity or place at a considerable distance away from the reading desk. It has been observed that some people cannot study without music, Hills and Ballow also agree that music is good if it does not constitute noise in itself or when used to neutralized other external noise.

- b. **Time Planning:** Whatever time a student spends on study, what time of the day he/she sets aside for work only by organizing and planning their time that student can avoid distraction from regular studies. Determining time limits for study sets the immediate goal for completing ones work within specific time limits and also helps one to resist recreational distraction, Robinson (1990) quoted by CRJSS (2012). As regards to time planning also CRJSS(2012) quoted Hills and Halloween(2000), whose suggested the use of work dairy, a work diary allows the students to look at everything he/she has to do and to a apportion time to every subject. Organizing time in this way helps to minimize any extra work that has to

be slotted in, the diary should be planned on the basis of needs and purpose; allocating adequate times to each task so that no particular task consume more time than necessary.

- c. **Effective and Fast Reading:** Today, student has much to read because of the great demand inherent in core curriculum. This is more obvious at the junior secondary school level in which the students are expected to study about fourteen different subjects or more in some classes. The ability to read fast is an advantage. Quick reader take in and retain more than slow readers because the quick reader catches the drift and flow on the passage better whereas the slow readers delay over each. Hence, CRJSS (2012) when quoted Solomon (1999) stated that most poor readers are too slow ones. They were often concerned with unimportant details, while the good and fast readers often adopt a wider view of all paragraphs. There are a number of bad habits which poor readers adopt; most of which involved using extra body movement in reading process inefficient reading, the muscles of the eyes should make the external movement. Extra body movement such as pointing with the fingers or moving the lips do not help reading and often only help in slowing it down. Nevertheless, there are some cases in which slow reading can however be adopted depending on the subject matter and the response of reading. Thus Maddox (2002) was quoted to had formulated about four different types of reading which include; mastery reading, exploratory and revision reading, critical and pleasure reading. He stressed that these type of reading have different rates for the individual.
- d. **Concentration:** The ability to direct ones concentration on the task at hand is necessary for effective study. Robinson (1990) was quoted by CRJSS (2012) to had outlined five major conditions that affect concentrations. These include

distractions; (internal and external situations) associated with others activities, study materials not convenient, poor lightening and physiological conditions. Oladela (2000) was quoted by CRJSS (2012) to have suggested that to avoid external distraction, students could choose place of study which can stimulate them to study. The essence of this is that once they are in such environment associated only with study, distraction such as anxiety and indecision, day dreaming, mental and physical fatigue that impair the ability to concentrate will be avoided, personal problem that keep on flashing to one's, mind if not properly tackled and discarded can act as a greatest hindrance to concentration.

- e. **Comprehension:** Reading without comprehension is no use. Hence CRJSS (2012) quoted Robinson (1990) who stated that reading with one head instead of one's eyes to what effective study habit involves. The student must learn to read with an active attitude of seeking what is important in the material and subordinating what is merely explanatory. He suggested that the techniques of pre-comprehension help in speeding up comprehension. Many Students do not seek to understand the basic concept. That seem simple and relevant but later in their studies they realize that without learning the basics adequately comprehension of more difficult materials is difficult. Students complain that they do not understand what they have read. It is suggested that reader searches for the meaning in the mind of the writer to know what to emphasize in his reading.
- f. **Note Taking:** This is the activities that are believed to aid learning and remembering and consequently academic success. Note-taking when properly done, involves not only reading and writing or listening to lectures and jotting down points but also requires concentration and reading out for necessary facts. It

may not be as easy as it seem to the observer. It involved the thought and hearing ability of the individual.

Note taking may have detrimental effect for students who are slow in listening efficiency. In view of this (CRJSS, 2012) quoted Dervilla (1998) who suggested certain aid for effective note taking in the form of short abbreviations; for example, 'b/w' to mean between 'c̄' to mean with, 'c̄' for which 'b/f' for before etc. These abbreviation would be helpful to slow writer. Care need to be taken to see that only relevant ideas are included in a note, whether it is a lecture or from text book. The following procedure has also been suggested:

- i. Read through the text carefully
- ii. Read through it again picking out the key points that the section covers and writing them down as headings on separate pieces of rough paper.
- iii. Make note on pieces of paper under each key point.

It may be necessary to use a second that has similar points since one book may have points not contained in the first text book, making the study varied and more stimulating. These notes would be useless if they are not reviewed consistently and regularly particularly just before examination. CRJSS (2012) cited Okorodudu (2000) who emphasized that unless a student has an exceptional memory, it is difficult to master and read accurately all the main points and relevant details in a study material by merely reading it.

2.2.6 Study Habit Techniques

There are many different types of effective techniques. The technique suitable for one is not suitable for others. Some of which are: SQ3R, SQ4R, MURDER, P-R-R. And

in P-R-R Techniques; the P stands for Preview First R stands for Read actively, and the second R stands for Recall. Ohanaka B. I. (2010). But MURDER, M stands for Mood, U = Understand, R = Recall, D = Digest, E = Expand, R = Review Hayes (1989) quoted in International Journal of Business and Social Science (2010). While SQ4R techniques the 'S' and 'Q' stand for 'Survey' and 'Question', and the '4R' stand for 'read', 'Recite', 'Relate' and 'Review'. Martin (1985) quoted in IJBSS (2010).

2.2.7 The SQ3R Technique

'S' stands for survey; which mean, before plunging into the reading itself, the topic headings in the chapter should be glanced over, so that a general over view of the material is got.

'Q' stands for Question; that means, on looking at the heading of the first section, it can be converted in to a question. Asking questions relevant to the chapter gets one actively involved in reading and helps to identify the main ideas.

'R₁' (i.e. first R) means Read; here only the specific section that one has decide to tackle should be read. Reading is to be with an eye toward ensuring the questions, which have been just formulated.

'R₂' (i.e. the second R); means Recite, the reader is required to recite to himself, so the key question could be answered, reciting the answer out loud in one's own words. Until the first section is fully digested with all the main ideas, the next section should not be moved on to.

'R₃' (i.e. third or last R); means review or revise, thus after reading the entire chapter, it is necessary to refresh ones memory by going back over the key points for the retention of the main ideas, Ogbodo (2010). The SQ3R does not have to be applied

rigidly. One can be flexible in the use of the topic SQ3R technique realizing the nature of the topic, degree of task, orientation and so on. Study habits should be acquired gradually, with practice.

2.3 Concept of Academic Performance

Academic performance is a measure of the degree of successes in performing specific tasks in a subject or area of study by the students after a learning experience (Ali, 2013). It is the result or score line of education that shows how well a student or group of students are doing academically. Grades, are considered the first often by people when evaluating the academic performance and achievement. Schools rank students by their GPA, awarding a special designation like valedictorian/evaluation to rank graduate with first and second class upper.

Scott (2012) maintained that most people know that academic performance generally refers to how well a student is accomplishing his or her tasks and studies. Yusuf (2009) opined that in relation to educational research, Academic performance of a student can be regarded as observable and measurable behavior of a student in a particular situation. Fisca (2009); defined academic performance as the percent of enrolled students completing educational levels.

School used academic performance to refer to students' success in learning specified curriculum content as shown by continuous assessment, test and examination. Academic performance is the education outcome i.e. the extent to which a student, teacher or institution has achieved educational goals. Academic performance commonly measured by continuous assessment or examinations, but there is no single accepted agreement on how it could be best tested or which aspects are the most important procedural knowledge such as skills or declarative knowledge like facts.

Individual differences in academic performance have been attached to differences in personality and intelligence. Students with higher mental ability shown by IQ tests and those who are higher in conscientiousness (link to effort and achievement motivation) tend to achieve highly in academic settings.

Recently, meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has a significant influence on academic performance besides intelligence and conscientiousness. Starting with first grade can on set children's semi-structured home learning environment, similarly early academic achievement enhance their academic achievement. Parent's academic socialization is terms that describe the way parents influence student's academic achievement by shaping students' skills behaviors and attitude toward school, Williams (2005) as cited by Nuradeen (2017).

Teaching or learning effectiveness result a high academic performance for any class of students. On the other hand low/poor academic performance indicate that teaching/learning process is nothing, but effectiveness. Nuraddeen (2017) cited Aremu (2007), according to Aremu: Academic performance is a performance which is judge by examine and some other significance as falling below an expected standard. Academic performance has been observed in school subjects especially; Mathematics, English and Biology.

2.3.1 Causes of Poor Academic Performance

The first procedure taken in chassing students not doing well in school is to find out the causes. Beneath are general causes based on serious occurrence suggested by Rabinovitch (2005).

1. Deficits in specific capabilities
2. Lack of developmental readiness

3. Lack of emotional freedom to learn
4. Lack of motivation

The initial step in intervention for students not doing well in school is to determine the cause. The following general causes are based on the gross distinctions suggested by Rabinovitch (2005).

1. **Deficits in Specific Capabilities:** Children who have specific learning disabilities, attention deficits or cognitive deficits often present a confusing mixture of abilities and disabilities. Frequently, these students' are found to have the most severely deviant childhood behavioural adjustment of all diagnostic groups. Hewett, (2004) in dealing with such difficult students, present a programme based on the following general principles.
 - a. Present the student with small increments of learning that gradually increase in difficulty based on principles of programme instruction.
 - b. Immediately reward each correct response the student makes; use social praise and extrinsic motivations and withhold the reward for incorrect responses.
 - c. Use systematic word review, discrimination exercise, and comprehension questions to consolidate learning.
 - d. Provide the child with an actual reading (learning) experience in a real book in addition to programmed learning of words on a teaching machine.
 - e. Freely adopt the steps, structure and type of reward used in the program to ensure continued success.
 - f. Maintain detailed records of each of the child's responses to follow his or her progress, determine his or her need for programme modification, and provide teacher feedback.

2. **Lack of Developmental Readiness:** Many children starting school are not ready for formal instruction in basic school subjects. Studies have indicated who were judged not ready to go to first grade show the following characteristics.
 - a. Poor concentration
 - b. Poor memory
 - c. Poor ability to follow through on project
 - d. Poor coordination

3. **Lack of Emotional Freedom to Learn:** It is hypothesized that students whose anxiety level is too high are unable to attend to the learning process. Bigon (2003) cites a number of case studies where emotionally attitudes blocked the entire learning process.

Three attitudes found common among poor achievers were:

- a. Those other individuals that have more innate ability to learn.
 - b. That they should be required to struggle for knowledge and that they are not responsible for the inability to learn.
 - c. That is battling for them to demonstrate ignorance.
4. **Lack of Motivation:** Research has indicated the validity of the following principles:
 - a. A combination of verbal reward and punishment is more effective for reinforcement of learning.
 - b. Among children, punishing them to participate in learning (especially among highly independent one's)
 - c. Silence on the part of the teacher, takes on approval when paired with verbal praise.

- d. Silence on the part of the teacher, takes on disapproval when paired with criticism.
- e. Rewards are more attractive
- f. Parents who set high standards for their children (without reason) tend to motivate their children to do well in school.
- g. For learning to take place children must internalize a wish to accomplish.

2.3.2 Factors Affecting Academic Performance

Basically, there is no one single factor or variable attributed to achievement and attainment of better grades. Hence student academic performance is a reflection and interplay of various factors which could range from; intelligence, age, lack of basic facilities, shortage of qualified teaching staff, lack of motivation, study habit (Kamla, 2014).

Student academic performance measurement has received considerable attention in previous research, it is challenging aspects of academic literature, and science student performance are affected due to social, psychological, economic, environmental and personal factors. These factors strongly influence on the student performance, but they vary from person to person and country. There are as many factors that lead to student's academic performance such as:

1. Student-Related Factors
2. Teacher-Related Factors
3. School-Related Factors
4. Family-Related Factors

1. **Students-Related Factors:** Some reasons for poor academic performance are specific to the students and not external factors. For example, a learning disability

is student centered and may create an obstacle to reaching certain academic standards.

Motivation also can play a factor in poor performance. A student may be fully capable of learning high grades but might simply not care enough about education to exert the effort issues of motivation could be placed upon the parent or even the school, but sometimes a child simply does not enjoy learning.

2. **Teacher-Related Factors:** teachers play a significant role on student performance and also can be responsible for poor student performance. For example, if a teacher lacks experience or is dispassionate about teaching, the students might not be able to develop comprehensive understanding of the subject materials. Furthermore. If the teacher suffers from a classroom management problem such as extreme authoritarianism, the classroom environment might hinder fruitful class discussions and can deter students from applying themselves to the best of their abilities.

Teaching effectiveness has been accepted as a multidimensional construct since it measure a variety of different aspect of teaching, such as subject mastery, effective communication, lesson preparation and presentation (Onyeachu, 1996) cited by Agharuuhe and Ugboruhbo (2009). The influence of teacher's teaching effectiveness on the learning outcome of students as measurement by students' academic performance has been the subject of several studies (Adediwura and Tayo, 2007). Karen Oquendo is the center Director at PRIDE Learning center in West Los Angeles. He said: student learning can be positively impacted by the encouragement of teachers to their students. A teacher's ideas and expectations of his or her student's capabilities have an effect on student academic performance and achievement. If teachers believe in their students, their students begin to

believe in themselves. Students take into effect the beliefs their teachers have on them and accept it as part of who they are and their abilities. When students are viewed in a negative way by their teachers such as being lazy, unmotivated and having no abilities, they take on those beliefs about themselves. Many teachers may not be aware of their actions towards particular student in the classroom but their students become aware of them.

According to research finding: teachers beliefs translate into differential behaviour toward their students.

Afolabi and David (2006) said the quality of the teaching personal is very important in assessing student's achievement. Teachers are thus held responsible for the quality of students' work. The quality of the student's' and assignment shows teacher delivery quality and the students' contribution assessment result shows whether there has been any improvement or not. Current models of supervision portray the teacher as participant rather than an observer in the learning process.

Afolakemi and Dabic (2007) asserted that students learn more from teachers with strong academic skills. According to these researchers, teachers' assignment depends on their qualification of the subject(s) being taught. Moreover, middle and high school students learn more from teachers who hold Bachelor or master's degrees in the subject they teach and from experience teachers than they do from less experienced ones.

Sparkles (2006) showed that schools environment and teachers expectations from their students also have strong influence on student performance. Most of the teachers working in your poor schools or schools having run short of basic facilities often have low performance expectations from their students and when

students know that their teachers have low performance expectations from them, hence it leads to poor performance by the students.

3. **School-Related Factor:** Schools themselves can be contributing factors to low student performance. For example, the state of Florida responded low scores on the FCAT the state's standard so more students could pass in a situation like these students then have been lowered. Furthermore, school funding can play a role as well. In school that can't afford more teachers or building expansion, classes sometimes become overcrowded to the point that teachers have more time on classroom management than on teaching, which can result in lower student performance.

The most important motivational influence in a school is the extent to which students experience a sense of school membership as the extent to which students feel personally accepted, respected, included and support by other in school by other in school environment. When students experience a sense of belongingness in a school context, they are more likely to adopt goals valued by the school. To the extent that students feel disconnected from school, they are likely to reject school goals.

It is also assumed that children learning outcome and educational performance are strongly affected by the standard and type of educational institution in which students get their education. The educational environment of the school one attends set the parameters of students learning outcomes. Kwesiga (2005) approved that performance of the students is also influenced by the school in which they studied but he also said that number of facilities a school offers usually determine the quality of the school, which in turn affect the performance and

accomplishment of its students. Sentamu (2006) argue that schools influence educational process in content organization, teacher and teaching learning and in the end evaluation of the all. All these educationists and researchers agreed with this principle that schools put strong effect on academic performance and educational attainment of students.

Students from elite schools are expected to perform good because they attend these elite schools and the main reason behind is that these schools are usually very rich in resources and facilities. Some researchers have the view that school ownership and the funds available in schools do indeed influenced the performance f the student. Elder (2006) noticed that school ownership, provision of facilities and availability of resources in school is an important structural component of the school. Private schools due to the better funding, small sizes, serious ownership, motivated faculty and access to resources such as computers perform better than public schools. These additional funding resources and facilities found in private schools enhance academic performance and educational attainment of their students.

4. **Family Related Factor:** This factor can play a critical role in a students' academic performance. For instance, when parents either don't care or are too busy to care about their children's performance, the students can lose their academic focus. Furthermore living in poverty also can distract a student from academic because survival becomes a more immediate and pressing priority.

Many researchers, such as Holden (2012), have shown that, the level of parents education affects the academic performance of the child in school. This means that parents that are intelligent academicians who are well educated and are

professionals provide their children with a favourable environment to motivate or encourage them to develop similar interests and perform well in their parents subject area.

Parent's academic socialization is a term describing the way parents influence students' academic achievement by shaping students skills, behaviors and attitudes towards school. Parents influence students through the environment and the discourse parents have with their children. Academic socialization can be influenced by parents socio-economic status. Highly educated parents tend to have more stimulating learning environments.

Adewale (2012) explain that Rothstein (2004) has asserted as follows: Parents of different occupation classes often have different styles of child rearing, different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes.

He further said: in line with the above assertion, the socio-economic status of parents does not only affect academic performance, but also makes it possible for children from low background to compete well with their counterparts from high socio-economic background under the same academic environment. The health status of the children, which could be traceable to parental socio-economic background, can be another factor that can affect the academic performance of the students. Adewale (2012) had reported that in a rural community where nutritional status is relatively low and health problems are prevalent, children's performance is greatly hindered.

Aunola, (2008) according to her there is however converging evidence that parents have a consistent and long-term influence on their children motivational patterns, cognitive functioning and performance level. For example, it has been shown that parent perceptions of their child ability, these competence beliefs and expectation of the child achievement and learning results, their attribution beliefs concerning their child failures and successes, and their overall beliefs about role of ability and effort in school learning, induce corresponding self-perception and beliefs in the child such belief then lead to more or less positive or negative motivational consequence and achievement result. Dix (2007) Opined that recent research on socialization focusing on parent / child interactions when the child and the parents work together on learning task has shown that the emotional tone and responsiveness in the maternal interactional styles are important in determining the development of children achievement strategies.

2.3.3 Gender and Academic Performance

Gender commonly refers to Sex a category such as Male or Female into which sexually reproducing organisms are divided on the basis of their reproductive roles in their species. More specifically, Gender refers to the roles and responsibilities of men and women that are created in our Families, our societies and our cultures. The gender roles and expectations are seared. They can change over time and then vary within and between cultures. Global General Gap (2014) maintained that even through that sex and gender are inter-related, but they differ in their contextual meaning. While the former refers to biological characteristics (Including; genetics, anatomy and physiology), that generally define human as female or male. Note that these biological characteristics are not mortally exclusive; however, there are individual who possess both male and female characteristics. But the later refers to socially constructed set of

roles and responsibilities associated with being girls and boy or woman and men. Halg (2005) is not in line with the above definition when he said: gender is the range of physical, biological, mental and behavioral characteristics pertaining to and differentiating gender differences in achiever not have been examined for some line resulting in a substantial body in saturation. The importance of examining instructional strategy in relation to gender is based primarily on the socio-cultural difference between boys and girls (Jack and Johannas, 2011). National centre for education statistics (2006) reported that most studies, shows that on average girls do better in schools than boys, hence girls get brighter grades and complete high School at a higher rate compared to boys. Standardized achievement test also shows that females are better at spelling awed perform better on test of situate, writing and general knowledge (National Centre for Education Statistics, 2006). Nuraddeen (2017) cited Fabumi (2005) who in his study discovered that gender composition has a significant relationship with students' academic performance and that gender compassion has a significant influence on senior Secondary School Students academic performance Difference in academic achievement of the two genders are likely to contribute disparities in the world of work. Nevertheless, Colom and Lynn (2005) asserted that males have large average brain sizes than female and therefore, would be expected in having higher IQs.

2.3.4 Subject and Academic Performance

Science education is essential for students, because it help them understand the world around them and create answers to their questions by using their congestive and physical skills (Jones, Lake and Lin, 2008). Unfortunately, Balogun (2014) said the growth of science in our society is impaired by the negative attitude develop towards science by the student which affects learning. They also develop perception of

complexity related to subject matter, instructional procedures and teaching personal. For instance, familiarity of the displace capture students interest and challenge their intellect at an early stage is largely neglected. As a result sciences are perceived by students as dry and irreverent. But research result and theories about development and support of interest, motivation and learning as well as experiences in practice have strengthened the idea of change towards a more contest-based approach.

Scientific contents is presented, developed, and embedded in authentic contexts. This shows student on the importance and relevance of scientific concepts and methods on the other hand (Gilbert, Bullet and Pilot, 2006). Art and social sciences disciplines have sought to answer this basic question concerning man, his social and his relationship with metaphysical world. This will help the students acquire the basic knowledge and values needed to enhance the quality of their lives and the life of nation. It will also help them to acquire the spirit of self-reliance, positive self-image and balanced personality (Nuraddeen, 2017). The quality of western education particularly the standard of English language in Nigeria has fallen to a low level, both spoken and written. Students nowadays cannot be compared with that of their predecessors during or even shortly after the colonial period. Most secondary school students now have problem with learning of English language which manifested in the massive failure in the subject at the public examination i.e. WAEC and NECO (Fakaye, 2006). Amina (2014) in her study investigated the effect of attitudes and motivation on the learning of English language among some Nigerian secondary schools. This is to ascertain whether the attitudes with their success or failure in the English language examination this results revealed conformity with other related findings that student's attitudes play a significant role in their performance in the second language learning. Musa, Bala, Umar and Muhammad (2016) investigated

gender difference in achievement goal and performance in English language and Mathematics of senior secondary school students in Borno State, Nigeria. The result yielded that males performed significantly better than females in mathematics and overall academic performance.

2.3.5 Concept of Counselling

Counselling is a principle relationship characterized by the application of one or more psychological theories and a recognized set of communication skills, modified by experience, intuition, and other inter personal factors to client intimate concerns, problems or aspirations. Its predominant ethos is one facilitation rather than of advice given or coercion. It may be of very brief or long duration, take place in an organizational or private practice setting and may or may not overlap with practical, medical and other matters of personal welfare Feitham and Dryden (1993), quoted by Gumel (2015).

It is both distinctive activity undertaken by people agreeing to hold the roles of counselor and client and it's an emergent profession. It is a service of sought by people in distress or in some degree of confusion who wish discuss and solve these in relationship which is non-disciplined and confidential than friendship, and perhaps less stigmatizing than helping relationships offered in traditional medical or psychiatric setting.

In most definition of counselling is a team used to describe a helping relationship one person, the client has an issue or a problem, something that he or she cannot deal with alone. The client approaches the counsellor for help in a formal confidential relationship. The purpose of this relationship is to help the client address or deal with his or her issues.

The Clients Definition of Counselling

The term counselling as define by client was that, client want be treated with respect, to be understood and helped to resolve problem. Counselling provides another person who is willing to help the client do that client want a counselling relationship that treats them as individuals with acceptance and hope, Brainchild UK Ltd (2008).

To some counselling is term as talking therapy or Psychological therapy or talking treatment. Some people see counselling a as nonprofessional activity, as on every day relationship and willingness to help in dealing with another person's hurt and distress (Gumel, 2015).

The British Association for counselling (BAC), now BACP may have been the first professional association to adopt a definition of professional counselling in 1986 it published the following definition:

Counselling is a process that may be developmental or intervening, counsellor's focus on their client goals. Thus, counselling involves both choice and change. In some cases "cocounselling is a rehearsal action" (Casey, 1986) as cited in Glading (2004).

Maclean and Gould (1988) said that three elements are important in counselling relationship. These are the client who seeks the help, the counsellor who offer the help, and the interaction between the client and the counsellor.

2.4 Theoretical Frame Work

Learning takes place when there is change in a student's behavior. It may not be directly observable. Learning is based on obstruction of behavior changes that result from a person's interaction with his/her environment. An individual learning may involves changes in any of the three areas:

- i. Manner of perceiving and thinking
- ii. Physical Behavior (Motor Skills)
- iii. Promotional reaction or attitudes.

Learning refers to any of these changes when they occur as a result of an experience. This learning cannot be literally described but the condition under which it occur can be identified.

2.4.1 Behavioral Counselling Model

This theory is concerned with observed behavior which constitutes the criterions against which counselling outcomes are to be accessed. It also believed that since behavior is learned it can equally be unlearned. Based on this concept behavioral counselors help client to learn desirable behavior and unlearned that which is undesirable. This theory was founded by Watson (1913).

The assumption in this model is that behavior is leaned. The learning of behavior is based on the principles of reinforcement over behavior is taken into consideration in the evaluation of the individual. In this situation new coping skills are taught targeted lowered achieving group goals. In this case group techniques which encourage assertiveness are recommended. The techniques used are based on learning on learning principles which may be adopted to help the individual eliminate maladaptive behavior (i.e. behavior that do not allow an individual to get adjusted).

In counselling process the counselor can help the counselee to modifies his or her actions and behavior so that the desirable actions and behavior manifested by the counselee should be reinforced through rewards, praise, acknowledgment, recognition and encouragement. It also means that undesirable actions and behavior can be

modified through the principles of application of such substitution and through the application of such reinforcement techniques like shaping, fading and modeling.

Shaping: Refers to reinforcement techniques by which the counselor reinforces (action and behavior) which approximate the desired or target behavior which the counsellor want to achieve in the counsees.

Fading: This is the process by which the desired or wanted action and behavior are reinforced (rewarded retained) while undesirable and unwanted action and behavior are eliminated.

Modeling: This is a reinforcement process by which the counsellor get up model or sample action or behavior which the counselee has to copy, meet and emulate. Behavior can be modified through such reinforcement techniques mention above.

Behavior analysis model behavior counselling aimed at problem solving, decision making and over behavior change, the behavior analysis concept of diagnosis is not based on disease model but views behavior disruption primarily as problem of human learning. Diagnosis accordingly to this model is seen as a task that consist of eliciting data from the client which generate idea about the development of the problem behavior. The behavioral model sees the purpose of diagnosis in counselling as an identifications of antecedents to the problem behavior that are more significantly concerned with specifying those events which cause the problem behavior to be maintained.

Effective diagnostic process using this model would therefore include eventual therapeutic method directly related to the information obtained from a containing assessment of client behavior. It is contended according to Hansen et al (1977); that “a behavioral diagnosis is not based disease model but views behavior disruption

primarily as problem of human learning. Diagnosis according to this model is seen as a task that consists of electivity data from the client which generate idea about the development of the problem behavior. The behavioral model sees the purpose of diagnosis in counselling as an identifications of more to the problem behavior that are more significantly concerned with specifying those events which cause the problem behavior to be maintained.

Effective diagnostic process using this model would therefore include eventual therapeutic method directly related to the information obtained from a continuing assessment of client behavior. It is contended according to Hansen et al (1977); that “a behavioral diagnosis assume a description of the problem behavior, the controlling factors, and the means by which they can changed are the most appropriate explanations of the behavior pattern” diagnosis then from the behavioral analysis model focusing on the specific problem behavior of the client and identifying their environmental and developing procedures to extinguish old behavior and acquire new ones.

“Diagnosis involve three main steps”. These are identification of the problem, discovering of the courses, and prognosis (i.e. prediction of future behavior) as asserted by Patterson (1980).

The counsellor describe the problem, in folding the causes of the problem (etiological causes). This step involves a search for relationship past, present and future that may lead to the understanding of the future behavior of the involve predicting the future behavior of the client since remediation has given so far when the strategies were applied effectively well the chances of positive prognosis are expected to be higher.

Behavior Techniques

Behavioral techniques for counselling are product of counselling theory which focuses on specific observable behavior as against feeling and thought. The purpose underlying all behaviors techniques is to offer in appropriate behavioral techniques in counselling effectively, the counsellor must have acquired same pre-requisite skills. The skills according to Okon (1982) are:

- a. Understanding the concept and principles of shaping successive approximation and schedules of reinforcement.
- b. Ability to identify specific target behavior that helpee wishes to change.
- c. Ability to identify and assess the condition preceding the helpee target behavior.
- d. Ability to called baseline data on the frequency and severity of target behavior
- e. Ability that result from assess those condition that result from target behavior and maintain reinforcement then)
- f. Ability to determine reinforcement that for the helpee.
- g. Ability to determine feasible and meaningful schedules of reinforcement.
- h. Sufficient knowledge of theoretical framework design and application of different behavioral strategies some of the behavioral techniques commonly found in literature, systematic desensitization, implosive techniques, emotional flooding, aversive techniques, modeling etc.

Other Proponents of the Theory

Early advocate was Watson, Eysech, Wolpe, Skinner etc. others who championed the idea later in the 1960's and 1970's include Thoresen, Hosford, Mayersen (from different universities). These groups of people expanded the scope of the theory from environmental control to control of behavior like thinking and imagination which gives rise to Behavioral counselling (Shertzer and Stone, Ker and Iliya, 2010).

View of the Theory

There is a fundamental agreement that most human behavior is learned, therefore, can be unlearned. This led to the assumptions of behavioral counselling by Hosford (1969) stated as:

1. Most behavior is learned. Behavior is the function of one's environment.
2. Behavior is altered by manipulating the environment.
3. Human personalities are made up of positive and negative habits which were learned.
4. It is not necessary to look for unobservable behavior.

This theory views man as either innately good or innately bad, but whatever he is, is a reaction to the environment he gives. (Man has a blank mind).

Goal of Counselling

The main goal is to effect change in behavior which will enable the client to live a satisfying life. Other goals include:

1. Altering maladaptive behavior
2. Preventing problem etc.

Counselling Process

This counselling process believes that a counsellor is free to do anything logically accepted to help client engage in those types of behavior which will lead to solving client's problem. The counselor arranges conditions for the client to learn adaptive conditions for the client to learn adaptive behavior so that he can manage his problem.

Behaviorist counsellor makes use of variety of learning models to bring about the desired behavior in the client, which include:

1. Operant condition
2. Social modeling
3. Role playing
4. Simulation
5. Confrontation
6. Systematic desensitization Iliya (2010)

1. **Operant Conditioning:** Skinner hold that an individual has an in inherent set of responses which relation when a stimulus is given. This is when relation between stimuli and responses are developed (S-R model). Behavioral change is influenced by consequence. This means if the result of behavior unlearned is satisfying then there is all possibility of repeating such behavior. Skinner's theory was based on experiments with animals and human beings (Skinner 1953 in Uba, 2009).
2. **Social Modeling:** It is a technique that is used for teaching new behaviors and unlearning of desirable and undesirable ones, it is technically referred to as social modeling. In order to use this technique, the client is made to learn or modify his behavior by observing some other person performing the desired behavior (Garfield 1974).

Instances like learning to dance, read or study to cook, to speak, to write, to draw, to dress, to smile or to walk are clear examples of situation where learning by modeling can be seen to apply. In order to use this technique effectively it most usually be guided by four major process which according to Bandora (1977) include the following:

- a. Attentional process: process dependent upon modeling stimuli (distinctiveness, complexity, functional values and the characteristics of the observer sensory capabilities, perceptions sat, learning history) to regular the sensory registration of the action modeled.
- b. Retention process: process that governed how will the modeled action are converted and stored cognitively by the client for use as future guide for behaviour (coding cognitive organization, symbolic and more rehearsal).
- c. Motor reproduction processes: process governing process for the integration of the component of the modeled behavior into patterns that are necessary for future performance of the behavior by client (physical capabilities skills, feedback accuracy).
- d. Motivational processes: the processes of external vicarious and self-reinforcement, which serve as motivator. For the client to perform the modeled behavior overtly.

In using social modelling techniques as an intervention strategies in counselling the above cited process are essential in the above hierarchy for any given client, Lafleur (1999).

This can also be referred to as observations learning or limitation. The observe models of more adaptive behavior. This is because most human behaviors are partly base on observation and imitation of other people's behavior models like films can be used to indorse imitative behavior, Bandura (1977).

3. **Role Playing:** This involve instructing someone to adopt a prescribe role unlike his usual behavior, it would be more adaptive in a particular situation. E.g., a

counselor can instruct a bully to role-play the part of the bullied child so that he/she would stop bullying after experience of being bullied.

4. **Simulations:** These are techniques employed on client to give him the opportunity to practice behavior that are the real life or close to reality. Several aspect the real life or close to reality. Several aspect such as education, marriage, legal, market and other issue can be simulated and solution being provided through simulation.
5. **Confrontation:** This is when a counsellor gives client their real picture (how other view them) it is best when client know that their behaviour is in appropriate or they are not aware of its consequences.
6. **Systematic Desensitization:** It is technique employed counsellor to help in getting rid of learned fear by another counter conditioning process particularly for people with experience neurotic anxiety or excessive phobic state in the high place, hollow objects of motor car, study habits. This techniques takes its root from the theoretical orientation that two incompatible responses cannot exist in the same individual at the same time. This one who, is in the state of relaxation cannot at the same time reasonably be expected to be in the state of tension or anxiety. Mood of relaxation is assumed to possess same inhibitory or suppressive advantage over state that is opposite to it such as tension or anxiety. The client is first given instruction on powers of relaxation, deep muscle relaxation.

When an individual is made to stay fully relaxed, he can be conditioned to withstand facing a situation that is anxiety provoking to him originally, Wolpe (1958). The third stage is paring of the hierarchy of items with the responses that are in compatible with anxiety. For some clients of course, the skills of maintaining vivid imagery may have to be first learn before the systematic desensitization technique can be relied on as

useful techniques. The hierarchy of presenting the anxiety situation should begin with least anxiety to the most anxiety producing situation.

In other word, it is defined as a way of treatment design to help individual overcome fear reaction to specific object or events. These reactions are called phobia. Here, a client is taught to prevent the arousal of anxiety by relaxing, following a number of steps such as identify the stimuli, arrangement of stilumi, etc (Denga in Uba 2009).

Behaviour therapy model has the following assumptions:

1. Behaviours is leaned
2. Learning behaviour is based on reinforcement
3. Teaching new coping skills and in organizing group activities toward the achievement of group goals.
4. It help individual to eliminate maladaptive (behavior that does not allow on individual to get adjusted).

The researcher distinctively used only one counselling theory for the theoretical frame work which is believed to be more coherent to study i.e., Behavioural counselling theory postulated by John Bread Watson.

The Nigerian secondary school have learning, unlearning and relearning as the fundamental school activities. Therefore, this theory (Behavioral counselling theory) is applicable in several ways such as: films and autobiographies which can be changed in schools introducing role-paly to make them understand the pain they put other children so they can change their behavior when client know that their behavior is inappropriate, then they need to be confronted on what to do e.g. student who misbehave and what, it is not good, should be confronted so that should be confronted so that they change their behaviour

Structure should be encourage on unlearning behavior that brings about consequences (e.g. Punishment) and adopt good behaviour. A student of anxiety (e.g. the fear of exams) by relaxing their minds and read hard. Behavioural counselling theory has been considered to be applicable to individual or people. It has been scientifically tested on animal and human beings. It is applicable to children and adults.

Despite its lapses, it can be considered as the one of the best counselling theory when it comes to dealing with client to understand his/her behaviour not the feeling that might be causing the behaviour.

Taking in to the cognizance the impact of behavioral theory to modeling habit. Counselling students particularly in study employed in unlearning techniques can be employed in unlearning undesirable behavior by observing others performing the desired behavior by observing others performing the desired behaviour as stressed by (Garfield, 1975).

The theory indicate the significance of simulation of desired behaviors which in turn can lead to effective academic performance and encourage study habits particularly the student with defective study habits.

The theory emphasizes in unlearning behaviour that can bring consequence (punishment), that apart, examination phobia can be discarded by students through behaviours counselling by encouraging student to read hard thereby eliminating anxiety by encouraging student on role-playing for them to understand the negative consequences of their behaviour and its effects on other children.

Since students with in effective study habit are characterized to academic failure due to poor study habits in order to help in salvaging this academic menace, this category of students are subjected to study habit counselling and it can be found to be very effective and essential that is with the research in present study is theoretically anchored to behavioural counselling model.

Angle Modulation

Angle modulation encompasses phase modulation (PM) and frequency modulation (FM). The phase angle of a sinusoidal carrier signal is varied according to the modulating signal. In angle modulation, the spectral components of the modulated signal are not related in a simple fashion to the spectrum of the modulating signal. Superposition does not apply and the bandwidth of the modulated signal is usually much greater than the modulating signal bandwidth.

2.5 Review of Empirical Studies

Abdullahi, Amuda and Ago (2013) in their research work title study habit counselling and academic performance of senior secondary school students in Maiduguri, Nigeria. The study adopted a quasi-experimental research design. The study involves pre-test and post-test treatment. The target population of the study was three hundred (300) students (118 students in private school and 182 students in public school). Simple random sampling technique was used to select sample of 50 students from private school (25 male and 25 females) and 50 students from public school (25 male and 25 females). SSII students were chosen the instrument used for data collection on students' academic performance was student results performs. Four hypotheses were raised and tested at 0.05 level of significance. Analyses were used to analyze the data. The results showed study habit counselling techniques has a significant effect on

academic performance of senior secondary school students. This finding is in agreement with that of Oguiza and Agulana (2002); Dawa, Adamu and Olajimi (2004); and Amuda (2006). On the basis of the finding, it is suggested that school counselors should exposed students to effective study habits counselling techniques in their first year of study at school to enhance their academic performance. Also a programme that would ensure improvement in academic performance should be designed and developed using effective study habits techniques. This is because effective study habits techniques was revealed to have a direct positive effect on academic performance of students.

Leah, & Harrison, (2013) investigate the learning styles, study habits and academic achievement of Chemistry students enrolled at the University of the West Indies (the UWI), Cave Hill Campus. The questionnaire used to assess these variables consisted of the Paragon Learning Style Inventory which measures the four learning style dimensions extrovert/introvert, sensate/intuitive, feeling/thinking and judging/perceiving along with the Study Habits Inventory which measures the study habits displayed by the students. There were 59 students who participated in the study. The reliability of inventories was determined using the Cronbach coefficient alpha. The data collected was analyzed by the t-test, ANOVA and linear regression at a confidence level of 0.05. It was concluded that among the students the introvert, sensate, thinking and judging learning styles were most prevalent. There was no statistical difference in the study habits of the students based on level or the learning styles based on level, and study habits or academic achievement based on study habits and learning styles. The contribution of the learning styles and study habits as predictors of a chemistry student's academic achievement in group theory was not

significant however, extrovert/introvert learning style dimension is the highest contributor.

Chand (2013) in his work study habits of secondary school students in relation to type of school and type of family. The study was conducted on a sample of 200 students drawn from 20 schools studying in 12th class in government and private schools. Students from each school were selected randomly. Study habit inventory (Hindi version) constructed by Dr. B.V Patal (1975) was used to measure the study habits of the students. The tools consist of 45 items in all distributed in seven areas namely: home environment and planning of work, reading and note taking, planning of subjects, concentration, preparation of the exam, habits and interest, school environment. The data collected were scored as per manual and analysed by applying mean, SD, and t-test. The value of mean for home environment and planning of work dimension of study habits of government secondary school and private secondary school students are 28.10 and 27.17 respectively. The t-value came out to be 2.77 which is significant at 0.01 level of significance. That indicates there is significant difference in favour of government secondary school students for home environment and planning of work dimension of study habit. Hence, the hypothesis that there will be no significant difference between government and private secondary school students on the home environment and planning of work component of study habits is rejected. It suggested that students should be encourage to change their faulty study habit, devoted equal time to all the subjects. Student should also be encourage to use library, books and magazines in order to develop good study habit. In other words, students require more guidance and counselling with regard to study habits so that the students may identify their strengths and weaknesses in the learning strategies, and they may become more conscious about better study habits.

Edoh and Alutu (2012) in their research work 'A survey of students study habits in selected secondary schools; implication for counselling'. The population was made up for 50 students drawn from five private secondary schools in Egou Local Government Area in Benin City. The sample was drawn only from private schools because, as at when this study was carried out public schools were shutdown, due to NUT strike over Teacher Salary Scale (TSS). Research instrument was questionnaire: Bakare (1977) study habit inventory (Question 1-45).

A standardized study habit inventory developed by Bakare (1977 a, b) was used. The instrument was administered to each under supervision of their teachers. Each question was read out and explained to the students. Students were made to answer each question as honestly as possible and the questionnaire was collected immediately. Scoring was strictly based on the scoring manual provided by the author. Each item has a maximum of five marks and a minimum of one mark, since there are 5 items. The highest score was 1644 and the lowest was 77. Twenty seven percent (27%) of the population sample (50 students) was computed and it yielded 13.5 which was approximated to 14. With that first 14 scores and the last 14 scores were selected to represent two sets of group which were assigned variable name X and Y. the study habits inventories were analyzed using the t-test. The means scores and standard deviation scores of the variables were used to determine the correlation coefficient to ascertain whether or not the correlation between study habits and students performance in academic work is high or low. SPSS software package was used to determine the mean score, standard deviation, correlation coefficient and the t-test score, Pearson product moment was used for the correlation coefficient. From the SPSS analysis, the mean score and standard deviation for variable X were 132.79 and 13.740, while the mean score and SD for variable Y were 94.14 and 6.112

respectively. The correlation coefficient was 0.751, which implies that there is high relationship between study habits and student academic performance, in the same vein, the t-test score was 14:463 at 5% level of significance (i.e. 0.05). As for the table t-value, a degree of freedom of 2.056 was used, since it is a two tail test, so 0.05 was divided into two to yield 0.025. Therefore, the table t-value was 7.053.

Siahi and Maiyo (2015) in their research study 'Study of the Relationship between Study Habits and Academic Performance of Students: A case of Spicer Higher Secondary School, India'. The research is an applied research. The study applied quantitative approach. The research is a relational study that considered the principles of applied research and is based on two variables namely independent variable (Study Habits) and dependent variable (Academic Performance). The study targeted 104 students of 9th standard at Spicer Higher School, in the academic year 2009/2010. The researcher selected English medium school, using non probability, based purposive sampling method. The sampling comprised 35 students selected by stratified random sampling technique from one institution Spicer Higher Secondary School. All boys and girls of Indian origin. The researchers used standardized tools to increase validity and reliability of data collected, i.e. study habits inventory developed by Palsane M.N. for academic performance and test scores for annual examination for the year 2008/2009 while the students were in 8th standard was used. The advantage of standardized tests over the interview and questionnaire is that they are objective and standardized descriptions of behaviors quantified by numeric scores. The test-retest (interval of 4 weeks) reliability coefficient is 0.88. Three research objectives and three hypotheses were raised and answered, where high relationship between study habits and academic performance was discovered i.e. study habit was positive and significantly related to academic performance as indicated by the coefficient of

correlation index- r of 0.66. Indeed it is in consistent with Anwar (2013)'s study which revealed that correlation coefficient between study habits and academic performance is 0.695. This shows positive correlation between academic performance and study habits and the magnitude of the relationship is high and strong.

Agi and Amadi (2014) in their study Evaluation of Counselling Effectiveness on students, study habit differentials and academic achievements. Senior Secondary school students in two mixed schools were chosen for the study. In School A (experimental group), there were two stream of 35 boys and 46 girls with ages ranging from 13.25 to 15.84 years in school B (Control group) there were two stream comprising 58 boys and 64 girls with ages ranging from 13.32 to 15.96 years.

For purposes of selection of subjects for the study and to ensure equivalence of the groups with regard to the English concepts for the experimental, the concept knowledge test was administered personally by the experimenter in the two schools. This test was pre-tests measure to determine the student's prior knowledge of the selected English language concept for the experimental and control groups. The researcher therefore, randomly selected 40 students in School A (20 boys, mean age 15-23, SD = 2.66 and 20 girls, mean age 15.18 years, SD = 2.58) for the experimental group, Sd = 2.66 and 20 girls mean age = 15.12, SD = 2.49) for control group.

The researcher used study problem inventory consisted of number of items selected from the Minnesota study habit Blank and Techniques of Effective study (Onyejaku, 1987). The instrument was divide into five sections with total of 60 items for face construct and content validities of the instrument, the item were edited by some psychologists, test and measurement specialists and some classroom teachers. Suggestions for improvement were taken care of in the final draft.

The instrument was pilot-tasted using 80 secondary school students in a mixed school. After 10 days, the instrument was re-administered to the same group of students (37 boys and 43 girls) with test-retest reliability co-efficient of .83. The instrument was administered to the students in both schools before assigning them to experimental and control groups. The aim was to assess the pattern of their study habits. The analysis of the data revealed that generally the student had very poor and ineffective study habits.

The content achievement test was the post-test measure used to assess the performance of students in both experimental and control groups, and thereby determine the effects of counselling given to the former group on study habits.

The test measure was based on the same English language lesson taught to both group and administered at the end of the experiment which tested for five weeks 50 minutes a period, twice a week. Students in the experimental group were counseled on effective study habits with emphasis on each of the five areas. The control group on the other hand, received no form of counselling on any of the 5 areas. The post-test mean scores serves as the criterion and simple t-test were computed to determine their significance. All the statistical analysis were based on .05 significance level. At the end they answered their hypothesis that students who are counselled on effective study habits tend to improve on their power of concentration, read with greater understanding, spread their home of study evenly and take meaningful note all these have positive effect on performance.

Abdullahi (1995) conducted a study on the study habit of secondary schools students in Kwara State, where he found that majority of the students displayed negative

pattern of study habits (Quoted by Illorin Journals of education 2013). Amandeep and Raj (2015) stated that academic performance of the students is determined by their study habits. They further maintained that study habits and academic performance are very essential for research workers and educationists to know that every child whether gifted or backward, should be educated in their own way, but if they possess good study habits they can show better performance in academic and every situation. Suresh (2013) stated that there is a direct relationship between study habit and academic performance. He quoted Verma (1996) who maintained that study habits play an important role in human performance in academic field.

Anameza (2011) noted that since education is regarded as an agent of national development, factors that promote academic performance such as effective study habits should be encouraged among students. According to him, the promotion of effective study habits among students should be of profound interest to all stakeholders in the field of education. Research findings and practical experience suggested that many students in Nigerian secondary schools have defective study habits. Edo Journal of counselling (2010) cited Bakare (1974), who observed that night and day student study habits decline retrogressively in procedure, nature, functionalities and qualities. According to him, ineffective study habits lead to poor career performance, job inefficiency, lack of job satisfaction, low productivity, gross underdevelopment and retrogression of the national intellectual advancement. Akinboye (2008) noted that academic performance manifests itself in the type of study habits the secondary school students adopt.

Indeed research on the correlation between study habit and student academic performance has received attention from schools and educational agencies. For

instance, the National Assessment of Education Progress (NAEP) in 1994 conducted a study to find out the relationship between study habits and academic performance of students. Finding of the study revealed a positive correlation between study habit and academic performance (Ometere, 2011).

In addition, the present study was consistent with the finding of earlier studies. Crade and Kunsu, 2008; Nuthana and Yanagi, 2009; Awang and Sinnadurai, 2011; Nonis and Hudson, 2010; Kurshid et al., 2013; Edoh and Alutu, 2012), had reported significant correlation between study habits and academic performance. As stated Rana and Kausar (2011), agreed with this finding that many students fail not because they lack ability but because they do not have adequate study skills. Student who have difficulty in frequently college do not have adequate study habits. Therefore, the teachers and parents should identify good study habits and find ways and means of enhancing them among students.

Studies carried out by Umar et al (2013) titled “the Study Habits counselling and Academic performance of Senior Secondary School Student in Maiduguri, Borno State.” The researcher employed quasi experimental research design, using simple random sampling techniques. The students were grouped in to experimental and control groups. The researchers used students’ result performs, for data collection. The statically involved area simple percentage and t-test of independent sample, stepwise multiple regression analysis, and complete correlation matrix. The finding revealed that study habit counselling technique has significant effect on the academic performance of students.

2.6 Summary and Uniqueness of the Study

In this chapter attempt was made to correlate study habit and academic performance, implication of counselling practices to some important factors such as student teacher, school, and family related factors. Other factors such as those within the individual (innate), environmental and other that will enhance success and avoid failure in academic pursuit were also highlighted. Some researchers were conducted on self. Abdullahi, Amuda and Ago (2013) studied study habit counselling and academic performance of senior secondary school students in Maiduguri (Borno State). Edoh and Aluta (2012) have survey study habit in selected secondary schools, implication for counselling in Benin City. Abdullahi (1995) conducted a study on the study habit of secondary school student in Kwara State. Siah and Maiyo (2015) studied the relationship between study habit and academic performance of students in India.

This research appears to be unique based on the following motives:

The present research is unique considering the location i.e. Minjibir Educational Zone, Kano State, while some of the reviewed researches were undertaken in Borno, Kwara, Benin and India etc. This research employed correlation research design, while the reviewed research used quasi experimental research design, ex post facts research design and survey research design. Study habit promotes academic performance of the students for both high and low achievers. Over achiever and under achievers differ significantly with regard to quality and strength of their study habits. Many students fail not because they lack ability, but because they don't have adequate study skills (Robinson, 2000).

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter concerned with the description of methodology of the study including the research design, population and sample, measuring instrument, data collecting procedure, and data analysis procedure and the statistical analysis.

3.2 Research Design

Correlation research design was used for the purpose of this study. The design was appropriated because the research requires neither the manipulation of variables nor who will receive or arrange the event to happen. Bello (2007) cited Bichi (2004) who opined that educational research concerned with variable that are inherently manipulated.

Correlational design was helpful in identifying the relationship between one variable on another. Since the study aimed at determining the relationship between study habit and academic performance among senior secondary school students in Minjibir Education Zone, Kano State. Implication for counselling practice, it was therefore relevant, correlational design was used to describe the relationship between two or more naturally occurring variables, the variables under consideration was measured through the correlation analysis. The degree of relationship was expressed by coefficient which range from correlation ($-1 \leq r \leq +1$). The correlation analysis enabled us to have an idea about the degree and direction of the relationship between the two variables under study.

Why we used correlation design was that some factors are impossible to manipulate experimentally. Therefore, those variables that cannot be studied experimentally can be studies correlationally.

Besides, it says correlation design is a statistical tools that helps to measure and analyze the degree of relationship between two variables. As such shows the amount (strength) of relationship present, and can be read to make predictions about the variables studies. In addition it is easier it is easier to collecting correlational data. Indeed those justify its use in this study.

3.3 Population and Sample

3.3.1 Population of the Study

The population of the study comprised all senior secondary school (SS2) students in Minjibir Education Zone, Kano State. The population under study was 18,963 SS2 students i.e. 10,404 Boys and 8,559 Girls students from all the 4 local government senior secondary schools in Minjibir Education Zone, Kano State Ministry of Education, Planning and Statistics Department GidanMurtala (2016/2017) enrolment. The table for 3.3.1 in appendix.

3.3.2 Sample Size

The samples were selected from Minjibir Education Zone. The Zone comprises of four local governments, two Senior Secondary Schools were selected one for boys and the other for girls in four local governments viz; Gabasawa, Gezawa, Minjibir and Ungogo. The schools are Government Secondary School Zakirai and Government Girls Secondary School Gabasawa in Gabasawa Local Government; Government Secondary School YolaWangarawa and Government Girls Secondary School Jogana in Gezawa Local Government; Government Secondary School Kantama and Government Girls Secondary School Minjibir in Minjibir Local Government; Government Secondary School Ungogo and Government Girls Secondary School Kadawa in Ungogo Local Government.

The sample size of the research was 3402 students, 1432 male and 1970 female students. The sample of the study was 346 base on Wiseman’s (1999) table of size. The sample would be proportional according to the schools population sampled, i.e. the high the size of the school, the higher the questionnaire allocation they will get.

Table 3.1: Sample Size

Schools	LGA	Male	Female	Sample
Govt. Sec. School Zakirai	Gabasawa	663	0	66
Govt. Girls Sec. School Gabasawa	Gabasawa	0	381	37
Govt. Sec. School YolaWangarawa	Gezawa	297	0	36
Govt. Girls Sec. School Jogana	Gezawa	0	800	76
Govt. Sec. School Kantama	Minjibir	22	0	13
Govt. Girls Sec. School Minjibir	Minjibir	0	297	32
Govt. Sec. School Ungogo	Ungogo	450	0	42
Govt. Girls Sec. School Kadawa	Ungogo	0	492	44
Total		1432	1970	346
Grand Total		3402		

Source: Kano State Statistics and Planning Department, Ministry of Education (GidanMurtala) (2016/2017).

3.3.3 Sampling Techniques

The sample of the study was selected using multistage sampling techniques. The researcher source the population from the department of statistics and planning, Kano State Ministry of Education. Multistage sampling involves, combining various probability techniques in the most efficient and effective manner possible.

The zone was divided into four clusters with one local government in each cluster. Then clusters the schools in each local government into two based on Northern and

Southern part or Eastern and Western part of the local government. Then selected two schools either from Northern and Southern part or Eastern and Western part.

The zone was divided into clusters, and schools was selected within the clusters using Hat and draw i.e. names of schools were written on a pieces of papers then folded and put into a basin and shake thoroughly then pick out the required number of schools. Then classes within the school, then individuals within the classes using hat and draw. Then cluster the classes based on science and non-science.

3.4 Data Collection Instruments

The instruments for this research work are study habits and examination techniques inventory which was treated under the following subsection.

3.4.1 Study Habit Technique Inventory

Study habits in this research was measured by study habits technique inventory (SHTI) adopted from the work of KakuZakka (2017) under the supervision of Professor M.I. Yakasai. The reliability of the instrument. The instrument has five points (almost never, sometimes, often, frequently, and almost always).

The instrument consists of instructions and two sections named A and B section. Section A consists of the respondents bio-data and rating scales, for them to indicate the strength of their responses. Section B contains 30 items in 6 packages (i.e. fast reading, time management, note taking, learning and remembering, concentration and comprehension). The researcher scoring key are: Almost never (1), sometime (2), often (3), frequently (4), and almost always (5). Those responds (students) who scored (5) are those who have highly good study habits that lead to achieving higher score in academic performance, those students respondents who scored (4) had good study

habits that lead to good score and high academic performance. Those respondents (students) who scored (3) do not have good study habit and had low academic performance, those are neutral students, the respondents (students) who scored (2) had less study habits that lead to poor academic performance, and finally, those respondents (students) who scored (1) they do not have study habits that lead to very poor academic performance.

3.4.2 Measure of Academic Performance

The scores of senior secondary school students in their qualifying examination 2017/2018 scores in Mathematics was used. The scores were standardized using SPSS software version 20 they were used in the final analysis.

3.5 Validation of the Data Collection

3.5.1 Validity of the Instrument

The instrument for study Habits Technique Inventory (SHTI) is duly validated, the content validity was ascertained by experts in education. SHTI has the ability to measure study habits of the students. Therefore, the instrument possess adequate validity for this research study.

3.5.2 Reliability of the Instrument

It was an adopted instrument, therefore correlation coefficient was used in a pilot study. 30 questionnaire were distributed among students of secondary schools in Maiduguri and collected correlation coefficient in the first ($r=0.91$) and second ($r=0.85$).

3.6 Procedure for Data Collection

The researcher visited the schools personally during school hours for administering the instrument. The teachers (Senior Master and Labour Master) would be there for

assistance, and ensure hitch free administration of the instruments. The respondents would be well instructed on how to answer the questions adequately.

Before then, Qualifying Examination result specifically Mathematics of the schools sample would be at hand. Therefore, an attendance sheet containing the following item: Serial No, Name, Class Identification SSII A – X. the time frame for administration of questionnaire is one and a half hour. The instruments will be retrieved on the spot (immediately) by the researcher.

3.7 Procedure for Data Analysis

Frequency and percentage was used to answer the research questions. The data was analyzed using Pearson Product Monument Correlation Coefficient in (PPMCC). PPMCC determine the strength and direction of the relationship between students' academic performance and examining variable study habit. t-test to determine gender differences. This statistical tool used to test the hypothesis stated. SPSS model 70 is used at 5% level of significance for determining the relationship between students' study habit and academic performance.

In addition the tool does not take into consideration whether a variable has been classified as a dependent or independent variable. It treats all variable equally (Lund Research, 2018).

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The chapter presents the analysis for data collected from the field on the study habits as correlate with academic performance among senior secondary school students in Minjibir Education zone, Kano state. Frequency and percentage were used to answer the research question, Pearson Product Moment Correlation (PPMC) was used to test the correlation in the hypothesis one and t-test for independent sample was used to test hypotheses two and three. The chapter presents the result analysis using tabular form, summary of findings of the study and followed by discussion on the findings using relevant literature.

4.2 Data Analysis

The data collected from the field to assess the study habits as correlate with academic performance among senior secondary school students in Minjibir Education zone, Kano state were analyzed and presented below.

4.2.1 Summary of Data

Table 4.1: Frequency and Percentage of Respondents Based on Gender and Subject Area

S/NO	Gender	Frequency	Percentage
1	Male Students	157	45.4%
2	Female Students	189	54.6%
	Total	346	100%
	Subject Area		
3	Science Students	174	50.3%
4	Non-Science Students	172	49.7%
	Total	346	100%

The above table shows the frequency and percentage of the respondent based on gender and subject area. It shows that, the male students respondents were 157 with

(45.4%) while the female students respondents were 189 with (54.6%). While the students from Science subject area were 174 (50.3%) and students from non-science subject area were 172 (49.7%).

4.2.2 Answering Research Questions

Frequency count and percentage were used to answer the research questions raised at chapter one.

Research Question One:What is the prevalence of poor study habits among senior secondary school students in Minjibir Education zone, Kano state?

Table 4.2:Prevalence of Poor Study Habits among Senior Secondary School Students

S/No	Local Govt.	Gender	N	Students Identified with Poor study habits
1	Science Students	Male Students	80	40 (50%)
		Female Students	94	35 (44.7%)
2	Non-Science Students	Male	77	37 (48.1%)
		Female	95	35 (36.8%)
Total			346	154 (44.5%)

Source: Field Work (2019)

Table 4.2 above showed the extent of poor study habits among senior secondary school students in Minjibir Education zone, Kano state. It shows that out of 80 male Science students 40 (50%) were identified with poor study habit while out of 94 female science students 35 (44.7%) were identified with poor study habit. Out of 77 male non-science students 37 (48.1%) were identified with poor study habit while out of 95 female non-science students 35 (36.8%) were identified with poor study habit. Out of the total number of 346 senior secondary school students 154 (44.5%) were identified with poor study. Therefore the above analysis revealed that, the prevalence of poor study habit among senior secondary school students in Minjibir Education zone, Kano state is 44.5%.

4.2.3 Hypotheses Testing

The threenull hypotheses raised at chapter one were analyzed bellow in order to achieved the objectives of the study. Pearson Product Moment Correlation (PPMC) was used to test the correlations in hypothesis one while t-test for independent sample was used to test hypotheses two and three.

Hypothesis One: There is no significance relationship between study habits and academic performance among senior secondary school students in Minjibir Education zone, Kano state.

Table 4.3: Correlation Coefficient 'r' of Study Habits and Academic Performance of SSS Students:

Variables	N	Mean	SD	df	r	P-value (2-tailed)
Study Habits	346	50.23	19.09	344	0.881	0.000
Academic Perfomance	346	41.39	16.07			

Table 4.3 above reveals that the correlation coefficient 'r' between study habits and academic performance among senior secondary school students in Minjibir Education zone, Kano state is (0.881) and p-value of (0.000) at 0.05 level of significance. This implies that the null hypothesis which says there is no significance relationship between study habits and academic performance among senior secondary school students in Minjibir Education zone, Kano state was rejected. This implies that, there is significance relationship between study habits and academic performance among senior secondary school students of Minjibir Education zone, Kano State.

Hypothesis Two: There is no significance difference in study habit between male and female senior secondary school students of Minjibir Education zone, Kano state.

Table 4.4: t-test Analysis for Study Habits Mean Scores between Male and Female Senior Secondary School Students:

	N	Mean	SD	df	t-value	P-Value (2-tailed)
Male Students	157	50.17	18.40	344	0.061	0.952
Female Students	189	50.29	19.70			

Source: Field Work (2019)

Table 4.4 above shows t-test for independent sample for study habits mean scores between male and female senior secondary school students of Minjibir Education zone, Kano state. It shows that, the t-value is (0.061), 344 degree of freedom at 0.05 level of significance and p-value of (0.952). The p-value is higher than 0.05 level of significance, as such the null hypothesis which says there is no significance difference in study habit between male and female senior secondary school students of Minjibir Education zone, Kano state is retained and maintain that, there is no significance difference in study habit between male and female senior secondary school students of Minjibir Education zone, Kano state.

Hypothesis Three: There is no significance difference in study habit between science and non-science senior secondary school students of Minjibir Education zone, Kano state.

Table 4.5: t-test Analysis for Study Habits Mean Scores between Science and Non-Science Senior Secondary School Students

Gender	N	Mean	SD	df	t-value	P-Value (2-tailed)
Science Students	174	50.39	19.44	344	0.148	0.883
Non-Science Students	172	50.08	18.79			

Source: Field Work (2019).

Table 4.5 above shows t-test for independent sample analysis for study habit mean scores between Science and Non-Science senior secondary school students of Minjibir Education zone, Kano state. It shows that, the t-value is (0.148), 344 degree of freedom at 0.05 level of significance and p-value of (0.883). The p-value is higher than 0.05 level of significance, as such the null hypothesis which says there is no significance difference in study habit between science and non-science senior secondary school students of Minjibir Education zone, Kano state is retained and maintain that, there is no significance difference in study habit between science and non-science senior secondary school students of Minjibir Education Zone, Kano State.

4.3 Summary of Findings

The following are the summary of the research findings:

1. The prevalence of poor study habit among senior secondary school students in Minjibir Education zone, Kano state is 44.5%.
2. There is significance relationship between study habits and academic performance among senior secondary school students of Minjibir Education zone, Kano state.
3. There is no significance difference in study habit between male and female senior secondary school students of Minjibir Education zone, Kano state.
4. There is no significance difference in study habit between science and non-science senior secondary school students of Minjibir Education zone, Kano state.

4.4 Discussion

The study was conducted to investigate the study habits as correlate with academic performance among senior secondary school students in Minjibir Education zone, Kano state. The first finding of the study revealed that, the extent of poor study habit among senior secondary school students in Minjibir Education zone, Kano state is

44.5%. This finding shows an alarming rate of poor study habit in the study area. This finding is in line with the view of Umoh as cited in Abdullahi (2000) that, a prevalent incidence of poor study habits in Nigerian school students, his study revealed that, in 209 students 27 were efficient readers and 182 were backward readers. This shows that only 14% could be classified as effective readers while the remaining percentage were classified as poor readers. Also Okobiah&Okorodudu (2006) stated that a common noticeable education problem among students generally is lack of effective study habits.

The second finding of the study shows that, there is significance relationship between study habits and academic performance among senior secondary school students of Minjibir Education zone, Kano state. Effective study habit refers to a situation in which the student is able to manage time and study regularly in order to complete an academic pursuit successfully. This finding is in line with the view of Ebele&Olofu(2017) that, the level of preparation and learning strategies developed and employed consciously by students, go a long way to influence their level of academic performance. Most scholars consider good study habit counselling mainly as one of the intervention of reducing poor study habits (Abdullahi, 2008).

According to Ogbodo (2010) effective study habits refers to a situation in which a learner studies regularly to achieve maximum success in his/her school work. Howell (as cited in Abdullahi, 2008) noted that working with children in grades four to eight was able to demonstrate that a year of intensive emphasis on work study skills produced reasonable improvement in achievement.

It is the reading habit which help the learner in obtaining meaningful and desirable knowledge. Good reading habits acts as a strong weapon for the students to excel in

life. (Bashiru&Matto, 2012).A good study habit tends to have a positive influence on the grades of the student thus leading to productive and greater achievements academically, though many students do not realize that some study habit components skills can influence their academic performance. As emphasized by educators, counselors and psychologists, these skills may become predictors of academic performance of students at any level of education. The study habit component skills by Bakare (1970, include, homework and assignment; time allocation to work; reading and note-taking; study period procedures; concentration; Written work; Examination and Teacher consultation.

Also in line with the above finding is the study of Adekunle and Simeon (2016) who assessed the impact of study habit and gender on science achievement of secondary school students in Katsina State. The findings revealed that there is significant combine relative effect of study habit and gender on science achievement of secondary school students in Katsina State.

Successful students set very clear study routines. A students who devotes two hours to reading and reviewing for their lesson every Friday afternoon can rest assured that they never fall behind in their subjects or courses. Similarly, a students who plans a schedule at the beginning of the term using their syllabus will never be surprised about when their exams and papers are due.

Adamu, &Abdullahi, (2012) investigated gender differences in study habit skills of undergraduate students in Yobe state University, Damaturu, Yobe state. The study revealed that, undergraduate students were found to have significant gender differences in study habit skills at .5 level of significance. It was also uncovered that

(at .5 level of significance) undergraduate students study habit skills varied with relation to Faculties.

In the same development Gettinger& Seibert (2002) stated that students who demonstrate poor study habits, are most likely the ones to have low academic achievement. Having good study habits could reduce the failure rate within educational institutions since studying tends to increase a student's academic ability (Gettinger& Seibert, 2002). Therefore, while some students may not find studying to be interesting, it is quite effective for achieving good overall grades (Rana&Kausar, 2011).

Another finding of the study revealed that, there is no significance difference in study habit between male and female senior secondary school students of Minjibir Education zone, Kano state. This finding is contrary to the study carried out by Adekunle and Simeon (2016) who assessed the impact of study habit and gender on science achievement of secondary school students in Katsina State. The findings revealed that there is significant difference between gender and students science achievement and there is significant relationship between students' study habit and science achievement.

National Centre for Education Statistics (2006) reported that most studies, shows that on average girls do better in schools than boys, hence girls get brighter grades and complete high School at a higher rate compared to boys. Nuraddeen (2017) cited Fabumi (2005) who in his study discovered that gender composition has a significant relationship with students' academic performance and that gender composition has a significant influence on senior Secondary School Students academic performance. Difference in academic achievement of the two genders are likely to contribute

disparities in the world of work. Nevertheless, Colom and Lynn (2005) asserted that males have large average brain sizes than female and therefore, would be expected in having higher IQs.

The last finding of the study indicated that, there is no significance difference in study habit between science and non-science senior secondary school students of Minjibir Education zone, Kano state. This shows that, different subject area has no any significant effect on study habit both science and non-science students have the same level of study habit.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introductions

This chapter presents the summary of the study, conclusions drawn from the results of the findings, recommendations and suggestions for further studies based on the findings of the study.

5.2 Summary

The study is on the study habits as correlate with academic performance among senior secondary school students in Minjibir Education zone, Kano state. Chapter one presented background to the study on the relationship between study habits and academic performance among students. The chapter also discuss the statement of the problems and the objectives of the study which are to find out the extent of poor study habits among senior secondary school students in Minjibir Education zone, Kano state, the relationship between study habits and academic performance among senior secondary school students in Minjibir Education zone, Kano state, difference in study habit between male and female senior secondary school students of Minjibir Education zone, Kano state and difference in study habit between science and non-science senior secondary school students of Minjibir Education zone, Kano state. Based on these objectives one correspondence research question and three null hypotheses were formulated. The study is significant to parents, teachers, counsellors, students and policy makers.

The study reviewed literature related to variables on the study habits as correlates to academic performance among senior secondary school students in Minjibir Education Zone, Kano State: implications for counselling practice. The review discuss

Conceptual Framework, Study Habit, Typology of Study Habits, Formation of Study Habit, The Teacher's Role in Developing Study Habits, The Parents Role in Developing Study Habits, Management of available time for studying, Method of tackling test and examinations problems, Causes of poor study habit, Prevalence of poor study habits among students, Effects of study habit on students' learning. The reviewed provide theoretical frame work justification, review of the empirical studies, summary, and uniqueness of the study.

The study discussed the research methodology of the study. It presents the research design, population, sample size, sampling techniques, description of the research instrument, validity and reliability of the instrument and how it was administered and scored. The chapter also present the procedures for data analysis. The research design adopted for the study was correlational design. The population of this study comprised senior secondary school students of Minjibir education zone Kano state. Based on the population, a sample size of three hundred and forty six (346) senior secondary school students were selected.

The study presents the results, summary of the research findings and discussion of major findings; the results are discussed base on each research question/hypotheses and in relation to the findings of similar studies, experts' opinions and other validated assertions. The summary of the research findings are;the extent of poor study habit among senior secondary school students in Minjibir Education zone, Kano state is 44.5%, there is significance relationship between study habits and academic performance among senior secondary school students of Minjibir Education zone, Kano state, there is no significance difference in study habit between male and female senior secondary school students of Minjibir Education zone, Kano state and there is

no significance difference in study habit between science and non-science senior secondary school students of Minjibir Education zone, Kano state. And lastly chapter five of the study presents the summary of the study, conclusions drawn from the results of the findings, recommendations and suggestions for further studies based on the findings of the study.

5.3 Conclusions

Based on the research finding and discussions the following conclusions were made:

It was concluded that, the extent of poor study habit among senior secondary school students in Minjibir Education zone, Kano state is higher with 44.5%.

It was concluded that, study habits significantly correlate with academic performance among senior secondary school students of Minjibir Education zone, Kano state.

It was concluded that, there is no significance difference in study habit between male and female senior secondary school students of Minjibir Education zone, Kano state.

It was concluded that, there is no significance difference in study habit between science and non-science senior secondary school students of Minjibir Education Zone, Kano State.

5.4 Implication for Counselling

The study was on the study habits as correlate of academic performance among senior secondary school students in Minjibir Education zone, Kano state. The study revealed that, the extent of poor study habit among senior secondary school students in Minjibir Education zone, Kano state is 44.5%. This finding shows an alarming rate of poor study habit in the study area. And a prevalent incidence of poor study habits among Nigerian students is higher. Many experimental studies shows significant effects of many counselling technique in the reduction of poor study habits and

improving students' academic performance. Some counselling technique as social skills counselling technique, study skills counselling technique, cognitive restructuring counselling technique and many of them shown significant effect in the reduction of poor study habits.

In study skills counselling technique effort is being making to improve some important study skills such as:

1. **Use of Library:** This was put forward by Kagu in Awabil (2013). Libraries are valuable source of books, journals, periodicals and articles for research and learning. Modern libraries also have internet facilities to enable users' access materials electronically. The importance of libraries cannot be over-emphasised. Egbule (2009) suggested that students should cultivate the habit of reading in the library as much as possible because of the availability of reference books, in addition its quietness and fewer distracting influences. Similarly, Ohene (2010) indicated that libraries provide students with up-to-date books, magazines, periodicals and other sources of materials on many subjects. The availability of these resources help students writes good assignments.
2. **Note-taking Methods:** Hazard Nadeau in Awabil (2013) opines that note-taking is very important in learning as it helps the learner to remember what has been thought. Ipaye (2005) argued that effective study behaviour begins with effective methods of taking notes during lectures. Taking notes properly is a very significant part of learning because it helps the student remember information presented in a class or read from a textbook (Taylor & Buku as cited in Awabil, 2013). Ipaye (2005) provides some suggestion on taking notes, which include: be legible enough to be able to read your notes later,

take complete notes, use abbreviations that make sense, rewrite or recopy your notes to facilitate understanding and to fill in gaps, do not rely completely on your study materials, use additional sources and write down questions and request for further explanations and make comment.

3. **Time Management Skills:** Hazard Nadeau in Awabil (2013) also noted time management as necessary study skill. Time management is setting and following a schedule of study in order to organize and prioritize your studies in the context of competing activities of work, family and so on (Egbochuku, 2008). Studies carried out have shown that effective time management practices have a significant influence on secondary school achievement. Rightful utilization of time is a key to efficient and effective study. Ahmadu as cited in Abdullahi (2008) stated that one of the most important decisions a student will make in college is how to organize and make the most out of their study time.
5. **Consultation/Help-seeking Strategies:** Another name given to consultation is help-seeking. Alevan, McLaren, Roll and Koedinger (2006) defined help-seeking as the ability to solicit help from a teacher, textbooks, internet, peers or colleagues when the need arises. Consultation is basically seeking help from another person so as to fully understand some materials or information. They identified a model of help-seeking which has the following steps: become aware of a need to look for help, decide to seek help, identify potential helper(s), use strategies to elicit help (Hazard Nadeau in Awabil, 2013).

Social skill training counselling technique may be used to teach people specific sets of social competencies. A common focus of social skill training programs is communication skills. A program designed to improve people's skill in this area

might include helping them with nonverbal and assertive communication and with making conversation. It might also include conversational skills that are needed in different specific situation, for example job interviews, informal parties and study. The skills might be divided further into such subjects as beginning, holding and ending conversation or expressing feelings in appropriate ways.

Another common focus of social skill training programs involves improving clients' ability to perceive and act on social cues. Many people have communicating problems with others because they fail to notice or do not understand other people's cues, whether verbal or non-verbal e.g. some students become unpopular with their peers because they are not participating in good study or response in class activities. The specific techniques use in social skill training as described in Carter (1998) are: Instruction, Modeling, Role-playing, Shaping, Feedback and Reinforcement.

In a study by Abdullahi, Amuda and Ago (2013) in their research work title study habit counselling and academic performance of senior secondary school students in Maiduguri, Nigeria. The results showed study habit counselling techniques has a significant effect on academic performance of senior secondary school students.

5.5 Recommendations

5.5.1 Recommendation from the Study

Based on the finding and discussion of the study the following recommendations were made:

1. Since the extent of poor study habit among senior secondary school students in Minjibir Education zone, Kano state is high so vitality counselling programs and techniques should be organize to improve positive attitude of the students towards learning.

2. Since there is significance relationship between study habits and academic performance among senior secondary school students of Minjibir Education zone, Kano state, Study habit counselling strategies should be integrated into senior secondary school curriculum.
3. Since there is no significance difference in study habit between male and female senior secondary school students of Minjibir Education zone, Kano state, the same strategies and attention should be given to the both male and female students.
4. Since the study revealed that, there is no significance difference in study habit between science and non-science senior secondary school students of Minjibir Education zone, Kano state, the same effort should also be used in the improvement of their study habits.

5.5.2 Recommendations for Further Study

Considering the scope and delimitation of the study research in the following relevant areas is needed:

1. A study should be conducted on which counselling technique is more effective in the reduction of poor study habits among secondary school students
2. A correlational study is also needed to compare the extent of poor study habits between public and private secondary schools.

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**APPENDIX I: INVENTORY
STUDY HABITS TECHNIQUES INVENTORY (SHETI)**

SECTION (A): PERSONAL INFORMATION

Reg. No./Exam No.:

Gender:	Male <input type="checkbox"/>	Female <input type="checkbox"/>
Subject Area:	Science <input type="checkbox"/>	Non Science <input type="checkbox"/>
	Age <input type="text"/>	

SECTION (B)

Much of your success in the examination depends upon the way you study your school subjects. The following are the statements describing your habits of study. We wish to know your study habits, so that we may help you in getting better marks in your examination. Your active cooperation therefore, is absolutely needed.

Instructions:

1. Read each statement carefully, and think about it before you answer.
2. Please you are required to tick in the appropriate box which describe or nearly describe the true statement in your study habits and method of studying.

S/N	Items	Reponses				
	Statement	Almost never	Some times	Often	Frequently	Almost always
1.	When reading my notes I write the relevant point as I read.					
2.	I get carried away by other materials when I am in the library					
3.	After reading my note book I make summary for examination					
4.	I used materials from the library in getting more information on my lesson or topics					
5.	When time is against me during my revision, I don't want to learn new material					
6.	I paraphrase the information I have learn from the text books.					
7.	When I am revising for the examination I lose my concentration					
8.	Even if I don't like the subject I still work hard to get good mark/ grade					
9.	I plan my work in advance either on paper or in mind					
10.	I find my lesson note difficult to understand					
11.	My best time for studying is in the afternoon.					
12.	I find it difficult to organize my study time					

13.	I go over my lesson notes the same day I copy them.				
14.	I look to the references my teacher ask to do.				
15.	I do my work carefully and diligently				
16.	I read books and journal to improve my lesson notes.				
17.	I use to go to the library when doing my homework and assignment.				
18.	I use to revise my lesson notes.				
19.	I use different styles of reading for objectives and essay test.				
20.	After I have learn something, I reflect on, and try to relate it to what I have already know.				
21.	I seem to revise the wrong things before examination.				
22.	I read over my notes and text books a lot during my revision				
23.	I get frustrated when an assignment is too difficult for me				
24.	To work effectively I need time for relaxation				
25.	I select information to include in my lesson notes.				
26.	Paying attention is my great problem				
27.	I don't concentrate on work for more than one hour at a time.				
28.	Before preparing my revision time table I plan how to spend my time.				
29.	For my revision, I select the area that I thinks the teacher will ask question from it.				
30.	I go over my lesson notes the same day I copy them.				

APPENDICES

ABBREVIATION

CRJSS	-	(Current Research Journal of Social Science)
NAEP	-	(National Assessment of Education Progress)
SSCE	-	(Senior School Certificate Examination)
SQ3R	-	(Survey, Question, Read, Recite and Review or Revise)
WAEC	-	(West African Examination Council)
NECO	-	(National Examination Council)
IJSSIR	-	(Journal of Social Science and Interdisciplinary Research)
HOD	-	(Head of Department)
C & G	-	(Guidance and Counselling)
NPE	-	(National Policy of Education)