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# STRATEGIES FOR REDUCING STUDY BEHAVIOUR PROBLEM OF REMEDIAL STUDENTS IN KANO METROPOLIS: COUNSELING PERSPECTIVE

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## ABSTRACT

*This paper examined the effectiveness of two study approaches (SQ3R and 2SNPECR) on reducing study behaviour problem of remedial students in higher institutions in Kano Metropolis. Two inventories namely Study Habits Inventory (SHI) and Self Assessment Study Inventory (SASI) were administered to 300 hundred students sampled from remedial students. ANCOVA and Scheffe test statistical analyses were employed in data analysis and the results revealed that study behaviour problem can be reduced to the barest minimum using the two study counseling approaches. It further revealed that gender difference does not effect the treatment hence both male and female are capable of benefiting equally from the treatment package.*

## INTRODUCTION

The students study behaviour problem is a crucial issue which continues to generate a lot of concern among educationists, guidance counselors, students themselves, psychologists and parents alike. Study behaviour problem was and indeed a problem among so many Nigerian Students. Day to day experiences show a growing rate of frustration on the part of students due to study behaviour problem. The problem if not carefully handled, could lead to academic failure which has a devastating effect on those who have experienced it over and over, and could lead to a great damaged to the total well being of the victim. Because of its devastating effect, it therefore becomes necessary to revisit this problem with a view to reducing it to the barest minimum as it is now becoming the rule rather than the exception.

The study behaviour problem among remedial students and their secondary school counterparts has been a subject of concern to many scholars. Studies by Cohen and Poppuno (1982), Azikwe (1998); Adedagbo (1990); Ali (1990); Okonkwo (1993)

and Alhamdu (1993) all pointed out that one of the most persistent problem students have to grapple with is efficient study method.

According to Kagu (2000) poor study habits was indeed a problem among so many Nigerian students, adults and non-adults. Day to day experiences show a growing rate of frustration on the part of students due to study behaviour problem. A number of scholars (Akinboye, 1980); Adenike (1984); Kagu (1991) and Pinder (2000) indicated that the current poor academic performance expressed by students at all levels may not be unconnected with poor study habits and poor study environment. As the saying goes one cannot be perfect in an imperfect environment.

The attitudes of a lot of students in Nigeria's higher institutions of learning seem to suggest that they study without really knowing the guiding principle or possessing the right skills of doing so. The result and effect of wrong approaches to study is often than not mass failure in various examinations and series of frustration in the lives of many students. For students to perform excellently without cheating they must have studied privately on their own after the teachers' classroom instruction so as to internalize, understand and able to recall what have been taught. However, the effectiveness of individual private study depends largely on study habits or patterns adopted by the learner.

Study habits produce different study results. The study habits that lead to positive results have been described as "active" by different scholars Koch (1986) and Reed and Schalert (1996). They explain that "active" study habits are those that promote student involvement and concentration. On the other hand, those habits that lead to studying difficulties have been described as passive Pinder, J (2000) and Cornor (1996).

Tackling ineffective study is one of the reasons why remedial programmes were established such as those run by the Federal College of Education, Kano (FCE), Saadatu Rimi College of Education, and Kano State College of Arts and Sciences (CAS). This is because ineffective study in itself is one of the reason for failure in exams. The remedial programmes of Federal college of Education, Kano (FCE), Saadatu Rimi College of Education, Kano and Kano State College of Arts and Sciences were established in 1988, 1989 and 1980 respectively. Unfortunately, the important aspect of the use of study approach on reducing study behaviour problem is poorly addressed.

Over a period of 20 years this researcher has noticed that one of the major impediments against success by students is poor study behaviours, the discovery was made by virtue of the researchers experience in the classroom and of counseling

sessions in his capacity as a lecturer and a Guidance Counsellor. Unfortunately, the important aspect of the use of study approaches on reducing study behaviour problem is poorly addressed. To better address the issue, this study examined the strategies for reducing study behaviour problem with remedial students of Federal college of Education, Kano (FCE), Saadatu Rimi College of Education, Kano and Kano State College of Arts and Sciences (CAS).

**Objective of the research**

The objectives of this study therefore are to:

1. Find out the effectiveness of two study approaches on reducing study behaviour problem of remedial students in higher institutions in Kano Metropolis.

2. To determine the effectiveness of each of the two approaches on reducing study behaviour problem of the students.

3. To find out if there are gender difference in the study behaviour problem reduction of the students in the experimental groups and the control.

The study attempted to provide answers to the following research questions:

i. Is there any significant difference in the reduction of study behaviour problem of remedial students in treatment groups and the control?
ii. Is there any gender based significant difference in the study behaviour problem reduction of the students in the treatment groups and the control?
iii. Which of the study approaches is more effective in reducing study behaviour problem?

The study was guided by the following hypotheses:

a. There is no significant difference between remedial students exposed to SQ3R, 2SNPECR study approaches and those in the control group in reducing study behaviour problem.
b. There is no significant difference between remedial students exposed to SQ3R, 2SNPECR study approaches and those not exposed to than in reducing study behaviour problem relating.
c. There is no significant difference in reduction of study behaviour problem of the remedial students exposed to SQ3R, 2SNPECR study approaches and those not exposed to them.

## Methodology

The study employed experimental design involving the experimental and the control group. The design adopted for the study was pretests, post test, control group design.

The sample consisted of three hundred (300) remedial students drawn from three higher institutions of learning randomly selected from the list of higher institutions offering remedial programme in Kano Metropolis. The 300 students consisted of both male and female. Two inventories namely study habit inventory (SHI) and self assessment study inventory (SASI) were administered. The SHI congruent and construct validity was established by showing that it correlates with other well-known instruments in expected direction. It correlates .45 (N=50 p. 01) with Savonsaon test anxiety scale. The construct validity of SHI was also established by the fact that it is able to distinguish between groups that are known to differ on the construct measured by the inventory. The test re-test method was employed in establishing reliability for the instrument.

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For the (SASI) split-half method was used to determine the reliability of the inventory. The procedure for data collection was carried out in three phases.

1. Is the pre-test phase were the two instruments were administered to the students.
2. The treatment phase was conducted in sessions. The counseling sessions were run once a work for the experimental group for seven weeks. At the end of every skill training, participants were appropriately evaluated.
3. the post treatment phase, upon the termination of the counseling sessions, the two instruments were once more again administered to both (post-test) the responses were appropriately scored and subsequently used in data analysis.

The hypotheses were tested using ANCOVA and Scheffe test Statistical Analyses.

## ANSWERS TO RESEARCH QUESTIONS

1. What is the difference in the study behaviour reduction of the students in the treatment groups and the control?

The two instruments (SHI) and (SASI) used for the study consist of items aimed at finding out the study behaviour from the respondents. These findings identified by

comparing the scores of the treatment groups with those of the control group indicate a significant difference between the study behaviour problem reduction of the treatment groups and the control. Tables 4 – 7 addressed this question as presented. It was seen from the tables that the subjects in the treatment groups were more effective in the reduction of the study behaviour problem as exemplified by their scores in SQ3R and 2SNPECR study approaches.

**Table 1: Analysis of covariance on subjects scores on self-assessment study inventory of groups treated with SQ3R, 2SNPECR study approaches and the control on reducing study behaviour problem**

| Source of variation | SS | DF | MS | F | P |
|---|---|---|---|---|---|
| Approaches | 81812.3 | 2 | 40906.1 | 83.93 | 0.001* |
| Gender | 772.9 | 1 | 772.9 | 1.59 | 0.208 |
| Stage | 158730.1 | 1 | 158730.1 | 325.67 | 0.001* |
| Gender x stage | 5.4 | 1 | 5.4 | 0.01 | 0.916 |
| Residual | 289515.1 | 594 | 487.4 | | |
| **Total** | **530835.9** | **599** | | | |

Gender – male/female SS Sum of Square $p < 0.05$
Stage – pretest/posttest
Approaches – SQ3R 2SNPECR MS Mean Square
* - Significant.
Critical Value $F(2_1594) = 83.93$, $P \leq 0.05 = 0.001$

The results obtained from the analysis of co-variance on the above table indicate that the treatments were effective because table I shows that the two study approaches are effective strategies in reducing study behaviour problem. The interaction indicates that SQ3R and 2SNPECR study approaches have significant effect on reducing study behaviour problem. However, table 1, shows that the sex of the students (gender) has no significant effect.

In order to determine the direction of this significant difference a post hoc analysis (scheffe test) was employed.

**Table 2: Difference in group means of subject treated with SQ3R, 2SNPECR study approaches and the control group on reducing study behaviour problem.**

| Study approach | |
|---|---|
| Control | 115.6a |
| SQ3R | 95.9b |

| | |
|---|---|
| 2SNPECR | 87.8b |
| Stage | |
| Pretest | 147.3a |
| Post test | 126.06a |
| | |
| Gender | |
| Male | 38.2a |
| Female | 36.4a |

Means followed by same letter within a group are not significantly different using Scheffe test of significance ($p \leq 0.05$)

Table 2 above shows differences in the mean that is examined using scheffe test. The difference in the mean score indicates that the group, which was trained with 2SNPECR study approach, acquired and utilized more of the training approach than SQ3R group. It also indicates that both experimental groups are better off than the control group on the measure of reducing study behaviour problem. The reduction in the mean scores of the treatment groups when compared with control shows that the treatment strategy was effective. The lower the mean score the more effective the treatment programme and the less study behaviour problem.

2. Is there any gender based significant difference in the study behaviour problem reduction of the students in the treatment groups and the control?

Gender issue was identified as insignificant by this study. The study found that gender does not play a vital role toward reduction of study behaviour problem. In the light of this findings and in relation to the research questions, it shows that any counseling intervention to reduce study behaviour problem should not be gender biased, but should address both male and female respectively. This conclusion agrees with the findings of White (1995), in which he also concluded that there is no significant statistical relationship between gender among Massachusetts school administrators. It could be seen that both male and female experience study behaviour problem and be they male or female, they require same counseling approach intervention to reduce their study behaviour problem. A look at the mean scores of male = 100.90 and female 98.63) shows that their study behaviour reduction is more or less the same, but with a little difference in mean scores. This finding also lend support to other previous studies. Koch (1986) found that there was no significant difference between male and female in their job satisfaction in central Florida school.

Ordinarily one would have thought that the female remedial students would report a higher study behaviour problem than their male counterparts as a result of their gender roles and host of other reasons, but perhaps because they are exposed [illegible]

same school environment at remedial level more often than not they share the same or similar study behaviour problem.
What may matter most is that both male and female remedial students see themselves as having study behaviour problem across all the study areas such as time management, study approaches, concentration etc. it is rather imperative that the study behaviour problem reduction of both male and female be addressed simultaneously.

3. Which of the two study approaches is more effective in reducing study behaviour problem?

Data analysis showed that there is positive relationship between SQ3R and 2SNPECR study approaches. The two approaches were found to be effective in reducing study behaviour problem among remedial students. However, the later is found tobe more effective than the former. Considering the mean scores of 2SNPECR across all the study areas compared with that of SQ3R. The difference in the mean scores indicates that the group which was trained with 2SNPECR study approach acquired and utilize more of the study approach than SQ3R group. The reduction in the mean scores of the 2SNPECR study group when compared with SQ3R shows that the treatment strategy of 2SNPECR was more effective in reducing study behaviour problem.

Although there is no study reported that has direct relevance to support or provide a contrary view to this finding, however, it will be difficult to isolate the impact of time lag between the two approaches. While SQ3R was formulated in the 1960s, 2SNPECR was employed in 1998. Similarly, the latter concepts are more comprehensive and easy to understand than the first one. The 2SNPECR incorporated all the important components of different study approaches and hence is broader.

The assumption would be that the older and most tested study approaches would be more effective in reducing study behaviour problem than the fresh ones. However, the findings of this study show that reducing study behaviour problem does not respect experience. This could be a reflection of characteristics of knowledge.

4. Do the subjects differ on the basis of their score on:

   (a) Home work and assignment, time allocation, reading and note taking.
   (b) Study period procedure, concentration and examination?

This research question was concerned with establishing whether the subjects differ on the basis of their score on the above mentioned variables. Data analysis showed

that there is indeed a significant difference between the subject scores on the basis of Homework and assignment, time allocation and note taking on one hand and study period procedure, concentration and examination on the other hand. Tables 14 – 25 showed that the two experimental groups differed significantly compared with the control.

**Table 3: Analysis of respondents score in homework and assignment of SQ3R, 2SNPECR and control groups**

| Source of variation | SS | DF | MS | F | P |
|---|---|---|---|---|---|
| Approach | 3225.25 | 2 | 1612.6 | 30.26 | 0.001* |
| Gender | 96.47 | 1 | 96.47 | 1.81 | 0.179 * |
| Stage | 295.36 | 1 | 295.36 | 5.54 | 0.019 * |
| Gender x stage | 166.42 | 1 | 166.42 | 3.13 | 0.077 * |
| Residual | 31703.98 | 595 | 53.25 | | |
| Total | 35321.06 | 599 | | | |

The above table reveals significant difference between the two experimental group SQ3R, 2SNPECR compared with the control. The difference between pre-test and post-test is however, not much. There is also no significant difference between the males and the females.

To further explain the extent of the difference a post hoc scheffe was used as indicated in the table 4 below.

**Table 4: Mean score of SQ3R, 2SNPECR and control groups on the measure of homework and assignment.**

| | |
|---|---|
| **Approach** | |
| Control | 22.93a |
| SQ3R | 17.69b |
| 2SNPECR | 16.19b |
| | |
| **Gender** | |
| Male | 20.44a |
| Female | 21.28a |
| | |
| **Stage** | |
| Pre-test | 27.64a |
| Post-test | 20.22a |

Means followed by same letter are not significantly difference using scheffe test of signficiant ($P \leq 0.05$)

The above table reveals that the difference in the means scores of SQ3R, 2SNPECR and the control groups. 2SNPECR study group has the lowest mean score of 16.19 which indicates that the treatment strategy was more effective in reducing study behaviour problem relating to home work and assignment. For the gender and stage the difference in the mean scores is not much.

## HYPOTHESES TESTING

### Hypothesis One

The first hypothesis set for testing in this study states that there is no significant difference between remedial students exposed to SQ3R, 2SNPECR approach and the control in reducing study behaviour problem.

In order to test this hypothesis an analysis of Covariance and Scheffe test statistics were performed on the subject scores. The results obtained are presented in tables 1 – 4.

**Table 5: Analysis of covariance on subjects scores on self-assessment study inventory of groups treated with SQ3R, 2SNPECR study approaches and the control on reducing study behaviour problem**

| Source of variation | SS | DF | MS | F | P |
|---|---|---|---|---|---|
| Approaches | 81812.3 | 2 | 40906.1 | 83.93 | 0.001* |
| Gender | 772.9 | 1 | 772.9 | 1.59 | 0.208 |
| Stage | 158730.1 | 1 | 158730.1 | 325.67 | 0.001* |
| Gender x stage | 5.4 | 1 | 5.4 | 0.01 | 0.916 |
| Residual | 289515.1 | 594 | 487.4 | | |
| **Total** | **530835.9** | **599** | | | |

Gender – male/female SS Sum of Square $p < 0.05$
Stage – pretest/posttest
Approaches – SQ3R 2SNPECR MS Mean Square
* - significant.
Critical Value F (2,594) = 83.93, $P \leq 0.05 = 0.001$

The results obtained from the analysis of co-variance on the above table indicate that the treatments were effective because table I shows that the two study approaches are effective strategies in reducing study behaviour problem. The interaction indicates that SQ3R and 2SNPECR study approaches have significant

effect on reducing study behaviour problem. However, table 4, shows that the sex of the students (gender) has no significant effect.

In order to determine the direction of this significant difference a post hoc analysis (Scheffe test) was employed.

**Table 6: Difference in group means of subject treated with SQ3R, 2SNPECR study approaches and the control group on reducing study behaviour problem.**

**Study approach**
Control 115.6a
SQ3R 95.9b
2SNPECR 87.8b

**Stage**
Pretest 147.3a
Post test 126.06a

**Gender**
Male 38.2a
Female36.4a

Means followed by same letter within a group are not significantly different using Scheffe test of significance ($p \leq 0.05$)

Table 6 above shows differences in the mean that is examined using Scheffe test. The difference in the mean score indicates that the group, which was trained with 2SNPECR study approach, acquired and utilized more of the training approach than SQ3R group. It also indicates that both experimental groups are better off than the control group on the measure of reducing study behaviour problem. The reduction in the mean scores of the treatment groups when compared with control shows that the treatment strategy was effective. The lower the mean score the more effective the treatment programme and the less study behaviour problem.

**Table 7: Analysis of respondents score of subject treated with SQ3R, 2SNPECR and the control according to study approach, stage and gender**

| SOURCE OF VARIATION | SS | DF | MS | F | P |
|---|---|---|---|---|---|
| Approach | 311117.1 | 2 | 155558.5 | 215.44 | 0.01* |
| Gender | 9.2 | 1 | 9.2 | 0.01 | 0.910 |
| Stage | 18406.4 | 1 | 18406.4 | 25.45 | 0.001* |
| Gender x stage | 0.8 | 1 | 0.8 | 0.00 | 0.973 |

| | | | | | |
|---|---|---|---|---|---|
| Residual | 429616.4 | 594 | 723.3 | | |
| Total | 759149.9 | 599 | | | |

The ANOVA table above reveals the reduction of study behaviour problem of the subjects exposed to treatment in the experimental groups. The subjects exposed to SQ3R and 2SNPECR study approaches performed better in the study behaviour problem reduction after treatment.

Table 7 shows that the two study approaches are good strategies in reducing study behaviour problem. It can be observed that the table above indicates that the pre test are significantly different from the post test thus further attesting to the existence of significant differences in study behaviour problem among remedial students. To further explain the extent of the difference a post hoc analysis (scheffe test) was employed.

**Table 8: Difference in group means of subject treated with SQ3R and 2SNPECR and the control according to study approach, stage and gender.**

| | |
|---|---|
| **Approach** | |
| Control | 159.9a |
| SQ3R | 135.6b |
| 2SNPECR | 109.6b |
| **Gender** | |
| Male | 141.5a |
| Female | 141.7b |
| **Stage** | |
| Pre test | 147.3a |
| Post test | 126.0b |

Means followed by same letter(s) within a treatment group are not significantly different using Scheffe test of significance ($p \leq 0.05$)

The above results show that 2SNPECR and SQ3R groups have the mean score of 109.6 and 135.6 while the control has 159.9. The post hoc analysis (scheffe test) indicates that the experimental groups have lower means compared with control thus further attesting to the existence of significant differences in study behaviour problem among remedial students exposed to SQ3R, 2SNPECR and the control.

Similarly, there is also significant difference in pre test and post test scores means as indicated in table 8.

On the basis of the these findings as shown in table 1 – 4 the null hypothesis was rejected and it is therefore concluded that the treatment techniques enhance the study effectiveness of the subjects in the experiment groups thereby reducing their study behaviour problem.

**HYPOTHESIS TWO**

The second hypothesis states that there is no significant difference between remedial students exposed to SQ3R, 2SNPECR study approaches and the control in reducing study behaviour problem related to study time management and study aims.

In testing the hypothesis analysis of covariance and Scheffe test statistics were performed on the subjects scores.

The results obtained were presented in table 5 – 8

**Table 9: Analysis of covariance on subject scores on study time management on self assessment study inventory of groups treated with SQ3R, 2SNPECR study approaches and the control.**

| Source of variation | SS | DF | MS | F | P |
|---|---|---|---|---|---|
| Approach | 15035.1 | 2 | 7517.5 | 62.20 | 0.001* |
| Gender | 471.7 | 1 | 471.7 | 3.90 | 0.049 |
| Stage | 33301.5 | 1 | 33301.5 | 275.07 | 0.001* |
| Gender x stage | 0.3 | 1 | 0.3 | 0.00 | 0.959 |
| Residual | 71914.3 | 595 | 120.9 | | |
| Total | 120722.6 | 599 | | | |

From table 8 above clearly demonstrates that there is a significant difference between the two study approaches SQ3R, 2SNPECR compared with the control in reducing study behaviour problem of time management. In other words, subject in the two experimental groups differed from subjects in the control group in reducing their study behaviour problem of study time management.

In further post hoc analysis using scheffe test was employed in order to determine the direction of this significant difference.

**Table 10: Difference in the mean scores of subjects treated with SQ3R, 2SNPECR study approach and the control on study time management.**

| | |
|---|---|
| **Approach** | |
| Control | 43.51a |
| SQ3R | 37.20b |
| 2SNPECR | 31.25b |
| | |
| **Gender** | |
| Male | 38.21a |
| Female | 36.43a |
| | |
| **Stage** | |
| Pre test | 44.77a |
| Post test | 29.87b |

Means followed by same letter(s) within a group are not significantly different using Scheffe test of significant ($p \leq 0.05$).

Table 10 above shows that the treatment is very effective in reducing study behaviour problem of time management. The differences in the means scores were statistically significant for the experimental groups compared with the control. There is also significant difference between the pre test and post test scores. The reduction in the mean scores of the post test when compared with the pre test shows that the treatment strategy was effective in reducing study behaviour problem of study time management.

**Table 11: Analysis of covariance on subjects scores of self assessment study inventory of groups treated with SQ3R, 2SNPECR study approaches and the control on reducing study behaviour problem relating to study aims.**

| Source of Variation | SS | DF | MS | F | P |
|---|---|---|---|---|---|
| Approach | 6615.50 | 2 | 3307.75 | 62.72 | 0.001* |
| Gender | 3.68 | 1 | 3.68 | 0.07 | 0.792* |
| Stage | 10693.48 | 1 | 10693.48 | 202.77 | 0.001* |
| Gender x stage | 26.04 | 1 | 26.04 | 0.49 | 0.483* |
| Residual | 31326.25 | 595 | 52.69 | | |
| Total | 48664.96 | 599 | | | |

From the ANOVA table above the results show that there is significant difference between the two study approaches (SQ3R – 2SNPECR) and the control on reducing study behaviour problem relating to study aims.

The difference could further be examined using a Scheffe test as follows.

**Table 12: Difference in-group means of subjects treated with SQ3R, 2SNSECR approaches and the control on reducing study behaviour problem relating to study aims.**

| | |
|---|---|
| **Approach** | |
| Control | 35.4 a |
| SQ3R | 28.44b |
| 2SNPECR | 27.29b |
| | |
| **Gender** | |
| Male | 31.27 a |
| Female | 31.11 a |
| | |
| **Stage** | |
| Pre-test | 35.41 a |
| Post test | 26.97 b |

Means followed by same letter(s) within a group are not significantly different using Scheffe test of significant ($P \leq 0.05$).

From the table above it is clear that there is significant difference between the two experimental groups compared with the control in reducing study behaviour problem relating to study aims. In other words, the null hypothesis which states that there is no significant difference between remedial students exposed to SQ3R, 2SNPECR and the control in reducing study behaviour problem related to study aims was rejected.

Table 11 above also indicates that 2SNPECR approach group did better on their mean scores i.e. 27.29. The reduction in the mean scores of 2SNPECR study group of the pre-test and post test (35.41 – 26.97) shows that the treatment strategy was effective on reducing study behaviour problem related to study aims.

On the basis of these findings as shown in tables 5-8. The null hypothesis was rejected and it is therefore concluded that the treatment strategies enhance the study effectiveness of the subjects in the experimental group thereby reducing their study behaviour problem associated with study aims and study time management.

**HYPOTHESIS THREE**

The third hypothesis stated that there is no gender based significant difference in the reduction of study behaviour problem of the remedial students exposed to SQ3R, 2SNPECR and the control.

In testing this hypothesis, analysis of scheffe test was performed. The results are presented in tables: 9 – 10.

**Table 13: Difference in group means of subjects treated with SQ3R, 2SNPECR study appraoch and the control on the measure of gender of self assessment study inventory scores.**

| | |
|---|---|
| **Gender** | |
| Male | 100.90 a |
| Female | 98.63 a |
| **Stage** | |
| Pre-test | 116.03 a |
| Post-test | 83.50 b |

Means followed by same better(s) within a group are not significantly different using Scheffe test of significant ($P \leq 0.05$).

From the above table, it can be seen that there is no significant differece between male and female in the reduction of the study behaviour problem. This indicates that the subjects benefitted almost equally from the treatment programmes. The interaction of the two treatments show that there is highly no significant difference between them. Based on the table 6, the null hypothesis which states that there is no gender significant difference in study behaviour problem of the remedial students exposed to treatment on SQ3R, 2SNPECT and the control was upheld.

**Table 14: Difference in the means scores of male and female exposed to SQ3R, 2SNPECR and the control on measure of Study Habit Inventory**

| | |
|---|---|
| **Gender** | |
| Male | 141.5a |
| Female | 141.7a |
| **Stage** | |
| Pre-test | 147.3a |
| Post-test | 126.0b |

Means followed by same letter(s) are not significantly difference using scheffe test of signficiant ($P \leq 0.05$)

The result in table 14 shows that there is no significant gender difference in the study behaviour problem reduction of remedial students exposed to SQ3R, 2SNPECR and the control. Therefore, the null hypothesis which states that there is no gender significant difference in the study behaviour problem of remdial students exposed to SQ3R, 2SNPECR and the control was accepted.

## DISCUSSIONS

The results of the tested hypothesis revealed a lot of factors. The results of this study revealed that a stastically significant difference was found between the remedial students exposed to SQ3R, 2SNPECR on one hand and the control group in reducing study behaviour problem. The study shows that the experimental groups gained and acquired study skills that are superior over the control group which was not treated. The pretest post test results indicated that the two experimental groups (SQ3R – 2SNPECR) significantly increased in their mode of studying as compared with the control. This finding seems to correspond with the previous finding of Ehiozuwa (2003) which indicated that improving the teachers quality and school facilities alone does not necessary improve students academic performance. Certain factors need to be taken care of prominent amongst them is the students study habit. Similarly, Kagu (1999); and Adetula (1988) categorically mentioned that the study habit of students contributes immeasurably to their performance. This result also comfirmed the view of Akinboye (1987) that generally adolescents experience educational deficiencies which include poor study habits lack of concentration on study, frequent records of failure episode, slow learning, marked under achievement in many academic subjects reading problems and so on. So to effectively address these study behaviour problems counsellors must first recognize the importance of providing study skills to the students.

Similarly, the study tends to confirm the earlier conclusion by Denga's (1983) finding that majority of the students expressed a need for developing effective study skills, passing examination with high grades and how to reduce anxiety during examinations.

The second hypothesis tested in this study which stated that there is no significant difference between remedial students exposed to SQ3R, 2SNPECR study approaches and the control in reducing study behaviour problem related to study time management and study aims was also rejected. It was rejected because the two experimental groups SQ3R, 2SNPECR gained more from the treatment package hence the experimental groups performed better on the assessment after the

treatment. It also implies that the students in the experimental groups have better time management and active study aim compared with the control. Thus the treatment or counselling intervention had a significant effect on the study behaviour problem reduction of the sujbects in relation to study time management and study aims.

The finding is consistent with Fallon (2002) who noted that students are spending little time in the academic enterprise indicating that the sheer number of hours spent buried in books is not as important as whether students know how to manage their time and get the most out of their studying. Freeman (1985) all agreed that time management is an important factor in study. Stating that one of the most important decisions a student will make in college is how to organise and make the most out of his or her study time. This involves constructing a schedule and saying no to friends sometimes and sticking to the schedule as closely as possible.

One other explanation for this finding may be that the first step to successful study is the budgeting of time. With effective study time management the tendency to be undecided about what to do next and the time spent at it is saved. It also ensures that study is spread throughout the period and not left till the last minute leading to cramming and anxiety.

This is perhaps why Alhamdu (1993) reiterated the need for a time table schedule of study and also advocated that study period before and after a lecture is ideal. In this way, the study is done more quickly with enough time to spare for leisure and other activities.

The third hypothesis which states that there is no gender based significant difference in the reducing of study behaviour problem of the remedial students exposed to SQ3R, 2SNPECR and the control was upheld because the researcher found that there is no statistical difference between males and females in reducing study behaviour problem. Thus the issue of gender should not necessarily be seen as a factor in reducing study behaviour problem. In general, this finding goes a long way to confirm that male and female remedial students did not suggest that study behaviour problem reduction is gender oriented. The finding has further proved that the study behaviour of both male and female remedial students can be enhanced through study approach intervention. This also means that male and female remedial students agree that study behaviour problem can be reduced through effective use of study approaches. It also shows that the counselling approaches have positive effect on the experimental subjects regardless of their sex. This is an indication that reducing study behaviour problem should not be limited to a particular sex, it should be for both sexes since all of them experience study behaviour problem and that

since both male and female are exposed to similar conditions of lack of effective study approach or technique.

This finding is consistent with the finding of Maccoby and Jacklin (1974) who spent three years reviewing over 2,000 books and articles on sex differences in motivation, social behaviour and interllectual ability. At the end of their exhaustive research they found that there are no sex difference in achievement motivation.

This finding is inconsistent with previous finding by Bojuwaye (1983) that male and female students revealed differences in ther perceptions between student groupings. Similarly, Akinboye (1981) investigated the relationship between the sex of Nigerian adolescent pupils and their study habit and academic performance. The results revealed significant difference between the sexes.

**Implications of the findings for counseling**

There are several implications that arise from the results of this study. In other words, the results of this have some implications for guidance counsellors.

1. The findings will serve as a guide to take into account the type of study approach that is more appropriate to the needs of the remedial students. Specifically, counsellors need to monitor the students' private study paying special attention to those with study difficulties.
2. Counsellors should consider ways in which fostering effective study habits/skills can be built into an ongoing developmental guidance programme.
3. From the results of the study, it becomes clear that the role of counseling cannot be over-emphasized. A one-to-one counseling and group interaction methods are essential and appropriate at the remedial level. Through counseling some of the remedial students with study behaviour problem may be changed positively.
4. The findings of this study that indicate the academic performance of remedial students could be marred by poor study habit has a lot of implications for counseling. The counsellor who is an individual trained in the art of helping people with problems to facilitate positive changes in their behaviour has enormous responsibilities in helping students to acquire good study skills.
5. The counsellors in tertiary institutions where remedial programmes are run should help to asses the study skills and study behaviour problem of the students before and after admission into any remedial programme so as not to allow the situation to deteriorate. Thus an area that the counsellor should be more involved in assessing the pattern of study of fresh remedial students

so as to identify those with defective study habit in the programme. In that way, the counsellor could design a programme of action to help the remedial students develop effective skills.

6. The counsellor should also help to organize meaningful orientation programmes for fresh remedial students where they can be told about how to study effectively. Such orientation programme should therefore be done immediately after the matriculation ceremony, which often marks the end of admission exercises.

**Recommendations for Practice**

Based on the findings of the study, the following recommendations were made.

1. Teaching and learning of study behaviour problems should be included in the curriculum of remedial programme and should be taught by counsellors.
2. There is need to organize training programmes and seminars to equip teachers with adequate knowledge and skills on study behaviour problem and approaches.
3. Counselling centers should be introduced in all the remedial schools to enable counsellors be of assistance to the students who need help to reduce their study behaviour problem.
4. The teacher's effort to instruct in the classroom should be supplemented by the students private reading. Consequently, remedial students should be equipped with the desirable study habits by the counsellors because it is believed that the students while in secondary schools had no training in cultivating desirable study habits.
5. SQ3R and 2SNPECR study approaches should be combined in preparing students for success in studying and examination by the school counsellors. In the same vein, teachers should be trained in the use of two study approaches.
6. There is the need for teachers, school administrators and government to encourage group counselling programmes such as talks and workshops for students on: How to study effectively and how to prepare for examination.
7. Counselling efforts should be geared toward helping students to acquire effective study habits which make for adequate preparedness for examination which result in good performance.
8. Since the overall finding did not suggest that reduction of study behaviour problem is gender biased, counselling interventions should be such that it reduces study behaviour problem among male and female.
9. Adequate arrangement should be made for student counselling in the remedial school's timetable to ensure that students have convenient time for counselling.

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