RELATIONSHIP BETWEEN PATTERNS OF STUDY AND SELF-CONCEPT ON STUDENTS' ACADEMIC PERFORMANCE IN BORNO STATE COLLEGE OF EDUCATION: IMPLICATIONS FOR COUNSELLING

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Abstract

This is a correlational study designed to determine the relationship between patterns of study and self-concept on students' academic performance in Colleges of Education in Borno State. The study set two research objectives and tested two research hypotheses. Conceptual framework was applied to patterns of study and humanistic approach was applied to self-concept. The target population for this study was 4,517 students who had registered in NCE awarding institutions in Borno State. Purposive sampling technique was used to select two Colleges of Education in Borno State, the stratified random sampling procedure was also employed to select (322) participants, 186 students from 351NCE III students from Kashim Ibrahim College of Education, Maiduguri and 136 students from 210 NCE III students from Umar Ibn Ibrahim College of Education, Science and Technology, Bama. Students' Patterns of Study Inventory (SPSI) and Students' self-concept scale (SSC) was used by the researchers. Pearson 'r' was used to test the hypotheses raised in this study. The results indicated that there was high and significant relationship between students' patterns of study and self-concept. It also indicated very low and significant relationship between students' patterns of study and academic performance. Based on the results obtained, the college counsellors should use their skills to advice students to sustain and maintain the good relationship between their exhibited patterns of study and self-concept.

Background to the Study

In the Nigerian educational circle, no question has been more topical in the preceding years and up till today, than students' poor patterns of study, attitudes, and academic performances in schools, especially in the higher institutions of learning. Public awareness and concern about students' academic performance have grown to such a dimension that it has become a subject of constant reference in the mass media. Studying presents problems to students in various forms. Some students are eager to study, but they do not know the strategies for effective study. Students can benefit more, if an effective study programme is introduced in schools. A planned programme of study is a good incentive to motivate students to explore, ask questions, and solve problems that confront them. Among the objectives of education, there is a clause which reads thus: "the need to help the individual to develop his/her full potentials." This cannot be achieved without a proper planning to make students develop positive attitudes towards learning, a key reason for having a good study programme in school. Providing a study programme is an important strategy in school management.

Adolescent stage is a turbulent stage of growth, and students are prone to make many mistakes, if they are not guided. A good plan for study is necessary and students should learn to use their time profitably for the benefit of themselves and the school. A planned study programme gives students the freedom to lead them to the development of their talents, during the study period. Individuality is developed and recognized during study.

The significance of maintaining regular and constant pattern of study and attitudes to success in academic performance cannot be over emphasized. It involves series of rigorous labour on

the part of students in order to achieve academic excellence. Ozigi (1999) states that one of the primary aims in studying is to impact our understanding and to be able to apply knowledge gained by making what we have learned meaningfully so that it can be applied in any situation. Freeman (1991) says learning is something that, differs from person to person and, as a result, everyone has a pattern of study that is peculiar to themselves because some students learn through self-study while others read examples and explanations, before going through the main problems of study.

A good patterns of study programme is a major pillar in our educational system, most especially in the higher institution of learning, because most successful students in the world today attribute their success to the patterns of study they adopted during their educational career. Oni (1994), in his study, states that, "a well dedicated and devoted student will not wait for exams period to start studying, or to acquire necessary knowledge and skills to face impending examination" (p.3). Therefore the more one studies the better the possibility of gaining self-confidence and not being scared by examinations. There is little doubt that no two people study in exacted the same way, and it is a near certainty that what works for one person may not work for another. However, there are some general techniques that seem to produce good results. No one would argue that every subject that one has to take is going to be so interesting that studying it is not work but pleasure. Everyone is different, and for some students, studying and being motivated to learn comes naturally. The results of poor study skills are wasted time, frustration, and low or failing grades.

Igbalajobi (1999), in his study, found that students patterns of study in terms of time management, time spent on homework, influenced their academic performances. Igbalajobi (1999) concluded that, a casual relationship exists between time spent on home work and academic performance. Sagie (1994) also found a significant relationship between study patterns and the academic performances of students in the Faculty of Education, University of Maiduguri.

As an individual grows and develops, he learns, not only about the world around him and his place in it, but also about himself. Each person lives with himself and hence, to some degree, is always alone. No one can ever completely know the self better than oneself, although in the pursuit for understanding oneself and others, there has developed much of human thought and philosophy, including psychology. Man has a long been in the hope of answering such question as: who am I? How did I come to be this way? And their logical consequence, the search for purpose; why am I? (Nadalmani, 2001). The psychological construct and self-concept are essentially private even though it is in part translated into action by the beliefs we express. Sidhu (1987) defined self-concept as those perceptions, beliefs, feelings, attitudes, and values which the individual uses in describing him/herself. Personality is not a specific quality of a person's but a quality of his/her behaviour. How he/she behaves depends on how he/she feels about him/herself, about other people and about his/her relationship with them. These feelings make up his/her self-concept what him /her thing about him/herself as a person. A person's self-concept is the fundamental core of his entire personality and determines the quality of behaviour.

Substantial evidence indicates that children and adults with poor self-concept, when compared with those who have high self-concept, are more anxious and less adjusted generally and less popular. The pattern of parental rewards and punishments seems to affect the self-concept and, quite certainly, the self-concept of bright but under achieving young stars are less positive than those of children who are doing well as can be expected in school. Incidentally, children tend to mould their self-concept according to the way they think their teachers regard them.

The problem of poor academic performance is evidenced by the large number of students who come for resulting and/or carry over courses to the next level of study. For instance, a study carried out by Pindar (1999) indicated that a total of 181 students out of the 338 final year NCE students of Kashim Ibrahim College of Education Maiduguri for the 1993/1994 academic session could not graduate during that session because they failed at least one course each. For the 1994/95 session, out of the 549 final year NCE students, 317 of them could not graduate because of the same problem. The problem of the Nigerian educational system is that students are not taught in a way that enhances creative thinking and assessment procedures do not reward creativity. This is a serious challenge to our educational system especially in the Colleges of Education.

Statement of Problem

The problem of poor academic performance of students at the tertiary level of education, and particularly among the Nigerian Certificate of Education (NCE) students is a matter of serious concern to all stakeholders in the society because a large numbers of NCE students proceed to next level with weak grades, carry over courses; some are even withdrawn from the college because of poor performance. In the end, the NCE graduates will be employed to teach in primary and junior secondary schools. In addition, if the NCE students performed badly, then there was the possibility that the students they taught would perform badly too. The quality of education provided in any society and the nature of change effected by education are both dependent on the quality of teachers and by the effectiveness of their teaching. The present researchers have direct purposeful experience pertaining to the patterns of study of the NCE students in Borno State College of Education. They find it difficult to draw time table for personnel and group studies; they do not form the habit of distributive studies of the subject they undergo. It has been observed that some students do not use methods of effective lecture notes taking and that is the reason why they rely on their colleagues for their notes whenever the lecture was going on. In doing that, they disturb themselves and their colleagues. For example, the use of mnemonics and abbreviations are not applied by the students while taking lecture notes.

On NCE student's self-concept, this researcher had the impression that many students of Colleges of Education had come from low income-earning families. They lacked enough money to support themselves in attaining their physiological, social, emotional, and psychological needs. It implied therefore, that some of them often came to class without taking their breakfast. Not all of them attended parties and other gatherings for lack of fitting dresses for such parties. When the need to contribute to the clubs and societies arose they failed to provide as required. This state of affairs made the individual student socially

withdraw and develops poor self-concept about himself. Such students seldom felt they were not important, as compared to their colleagues who possessed good things of life. Therefore, the main thrust of this study was to investigate the relationship between patterns of study and self-concept as regards students' academic performance in Colleges of Education, showing their implications for counselling.

Objectives of the Study

The objectives of the study were to determine, if there was any relationship between

i.   Patterns of study and self-concept of students in Colleges of Education in Borno State
ii.   Patterns of study and academic performance of students in Colleges of Education in Borno State

Research Questions

The following research questions ware set in this study to find out if there is any

i.   Relationship between patterns of study and self-concept of students in Colleges of Education in Borno State
ii.   Relationship between patterns of study and academic performance of students in Colleges of Education in Borno State

Research Hypotheses

The following null hypotheses were tested in this study:

Ho_1: There is no significant relationship between pattern of study and self-concept of students in Colleges of Education in Borno State
Ho_2: There is no significant relationship between pattern of study and academic performance of Colleges of Education in Borno State

Methodology

The research design for this study was correlation design. Correlation design is a research design widely used to measure relationships between two or more variables Tilley, (1994) Mallim & Birch, (1997) and Cohen & Morrison (2000) reported that correlation allows for the study of behaviors in realistic settings and is suitable in predictive studies. Correlations are related not only to the correlation of the independent with the dependent variable but also to the inter correlations between the independent variables. The target population for this study was 4,517 students who had registered for NCE awarding institutions in Borno State. Purposive sampling technique was used to select two Colleges of Education in Borno State, the stratified random sampling procedure was also employed to select (322) participants 186 students from 351 NCE III students' from Kashim Ibrahim College of Education, Maiduguri and 136 students from 210 NCE III students from Umar Ibn Ibrahim College of Education, Science and Technology, Bama. Students' Pattern of Study Inventory (SPSI) and Students'

self-concept scale (SSC) was used by the researchers. Descriptive Statistics and Pearson 'r' was used to report the research questions and test the hypotheses which rose in this study.

Results

Research question one should the relationship between patterns of study and self-concept of students in Colleges of Education in Borno State

Table 1:   Descriptive Statistics of students' patterns of study

Variable	N	Mean	Std. deviation
Pattern of study	322	44.1180	.77241

Table 4.1 above presents the male and female students' responses on patterns of study. This is obvious from the value of scores which are shown by the mean and standard deviation of the students by gender. The obtained responses on patterns of study showed the mean of 44.1180 and standard deviation of .77241, with N 322.

Research questions two should the relationships between patterns of study and academic performance of students in Colleges of Education in Borno State

Table 2:   Descriptive Statistics of students' self-concept

Variable	N	Mean	Std. deviation
Self-concept	322	27.4255	.97749

Table 4.2 above presents the male and female student's responses on self-concept. This is obvious from the value of scores which are shown by the mean and standard deviation of the students by gender. The obtained responses on students' self-concept show the mean of 27.4255 and standard deviation of .97749, with N 322.

Hypotheses

Ho_1:   There is no significant relationship between pattern of study and self-concept of students in Colleges of Education in Borno State

Table 3:   Mean scores, standard deviations and 'r' value of respondents of patterns of study and self-concept of students in Colleges of Education

Variable	N	X	SD	df	Cal. r	p- level	Decision
Pattern of Study	322	44.11	.77	320	.65*	.242	$H0_1$ rejected
Self-concept		27.42	.97				

*significance at $P < 0.05$ level (2-tailed)

Table 4.3 above shows the relationship between patterns of study and self-concept among students of Colleges of Education in Borno State. The analysis revealed a mean (X) of 44.11 and standard deviation (SD) of .77 with (N) 322 for patterns of study and a mean of 27.42 and standard deviation (SD) of .97 for Self-concept with 322 number (N) of respondents.

Observed With r = .065 at P < 0.05 level of significance for patterns of study and self-concept respectively. The hypothesis which stated that there is no significant relationship between patterns of study and self-concept of students in Colleges of Education in Borno State, indicated that there is high and significant relationship between patterns of study and self-concept among students, therefore the null hypothesis was rejected.

H0$_2$:   There is no significant relationship between patterns of study and academic performance of students in Colleges of Education in Borno State.

Table 4:   Mean scores, standard deviations and 'r' value of respondents of patterns of study and academic performance of students in Colleges of Education

Variable	N	X	SD	df	Cal. r	p- level	Decision
Pattern of Study	322	44.11	.77	320	.090	.106	H0$_2$ accepted
Academic performance		25.99	4.43				

Table 4.4 above shows the relationship between patterns of study and academic performance of students of Colleges of Education in Borno State. It revealed a mean (X) of 44.11 and standard deviation (SD) of .77 with (N) 322 for patterns of study and a mean(X) of 25.99 and standard deviation (SD) of 4.43 for academic performance with 322 number (N) of respondents Observed with r = .090 at P <0.05 level of significance for patterns of study and academic performance respectively. The hypothesis which stated that there is no significant relationship between patterns of study and academic performance of students, indicated that there is a very low and significant relationship between students' patterns study and their academic performance therefore the null hypothesis was accepted.

Discussion

The study revealed high and significant relationship between patterns of study and self-concept among students. This is evident from the analysis revealed a mean (X) of 44.11 and standard deviation (SD) of .77 with 322 for pattern of study and a mean of 27.42 and standard deviation (SD) of .97 for self-concept with (N) 322 number (N) of respondents Observed. With r = .065 at P < 0.05 level of significance. Therefore, the null hypothesis was rejected. This study agreed with Irving (1985) who reported that when a good student studies his materials in advance, develops model for taking notes from lectures or books. Students of College of Education in Borno state exhibited good patterns of study that has led to revealing high and significant relationship between the patterns of study and self-concept.

The findings collaborate with the study carried out by Sidhu (1987) who reported that the importance of self-concept stems from its notable contribution to personality formation. Self-esteem has to do with social competence, since it influences how the person feels, how he/she thinks, learns, values him/herself, relates to others and ultimately, how he/she behaves. Since the relationship between patterns of study and self-concept of students of Colleges of Education in Borno State is significant with r .77.

In testing hypothesis two which stated there was no significant relationship between pattern of study and academic performance of students in Colleges of Education in Borno State, the

results revealed a mean (X) of 44.11 and standard deviation (SD) of .77 with (N) 322 for pattern of study and a mean (X) of 25.99 and standard deviation (SD) of 4.43 for academic performance with 322 number (N) of respondents Observed r = .090 at P < 0.05 level of significance thus, the null hypothesis was accepted. The results agreed with the study carried out by Sagie (1994) who sees notes taking as one of the important and central point of study patterns, that is organization and taking information during lessons.

The findings of the study revealed very low relationship between patterns of study and academic performance. This finding agreed with that of Igbalajobi (1999) who found that students patterns of study in terms of time management, time spent on homework influence their academic performance. Igbalajobi (1999) concluded that a casual relationship existed between time spent on home work and academic performance. This finding also is in line with the findings of Sagie (1994) who found a significant relationship between study patterns and the academic performance of students in the Faculty of Education, University of Maiduguri.

Recommendations and Counselling Implications

High and significant relationship between students' patterns of study and self-concept was revealed in this study. The college counsellor should use his skills to advice students to sustain and maintain the good relationship between their pattern of study and Self-concept exhibited.

Very low and significant relationship between students' patterns of study and academic performance was revealed. Therefore the College administrations and counsellors should develop programmes which could enhance and intensify high academic performance in the college. They could do this through drawing programmes which will develop their academic performance, such as note taking skills, time-tabling of group study and individual one should be encouraged by the counselling personnel and the College Authorities.

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