GUIDANCE AND COUNSELING SERVICES STATUS, STUDY HABITS AND ACADEMIC PERFORMANCE AMONG STUDENTS OF UMAR SULEIMAN COLLEGE OF EDUCATION GASHUA YOBE STATE NIGERIA.

BY
AMADU MUKTAR ADAMU KYAUTA
REG No 1163-06136-08557

A RESEARCH THESIS SUBMITTED TO THE COLLEGE OF HUMANITIES AND SOCIAL SCIENCES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE OF ARTS IN COUNSELING PSYCHOLOGY OF KAMAPAL INTERNATIONAL UNIVERSITY, KAMPALA UGANDA.

MARCH, 2018
DECLARATION

This thesis is my original work and has never been presented for a degree or any other academic award in any university or institution of learning.

AMADU MUKTAR ADAMU KYAUTA

Name and sign of candidate

Date
APPROVAL

I affirm that the work compiled in this dissertation was carried out by the candidate under my supervision.

DR. WILBER KARUGAHE

[Signature]

Name and sign of supervisor

24/03/2018

Date
DEDICATION

I dedicate this research work to my late mother Hajiya (Mal.) Zainab Ayuba Idriss for the love, care, understanding, encouragement, material and moral support, given to me since birth. May Allah (SWA) reward her abundantly and forgive her shortcomings and make Jannatul Firdaus her final aboard. Amin Summa Amin.
ACKNOWLEDGEMENT

I thank the Almighty Allah for helping me through all the tough, hard times and assist me with His power to reach the end of this study. I also acknowledge the effort of Dr Muhammad Gishiwa provost Umar Suleiman College of Education Gashua through his effort and approval I was sponsored to undertake this study may Allah rewards him.

I also acknowledge the effort of my supervisor Dr Karugahe Wilber for his support and encouragement and above all spending his useful time to oversee and make all the necessary corrections up to the end of this research work. May Allah reward him.

Furthermore, I acknowledge the effort of all my lecturers in the department of applied psychology for devoting their time to teach me effectively.

My enormous appreciations to all my colleagues and friends who assisted me in one way or the other toward the success of this study may Allah rewards them. Finally my acknowledgement and appreciation goes to Khadija A. Ago for her support, prayers and endurances during my studies my Allah rewards her abundantly.
# TABLE OF CONTENTS

DECLARATION .................................................................................................................. i
APPROVAL ..................................................................................................................... ii
DEDICATION ................................................................................................................... iii
ACKNOWLEDGEMENT ................................................................................................... iv
LIST OF TABLES .............................................................................................................. vii
LIST OF FIGURES .......................................................................................................... viii
LIST OF ABBREVIATION ............................................................................................... ix
ABSTRACT ...................................................................................................................... x

CHAPTER ONE ................................................................................................................ 1
INTRODUCTION ............................................................................................................... 1
1.0 Introduction .............................................................................................................. 1
1.1 Background of the Study ......................................................................................... 1
1.2 Problem Statement ................................................................................................. 7
1.3 Purpose of the Study ............................................................................................... 7
1.4 Objectives of the Study ......................................................................................... 7
1.5 Hypothesis ............................................................................................................... 8
1.6 Scope of the Study .................................................................................................. 8
1.7 Significance of the Study ....................................................................................... 9
1.8 Definitions of terms .............................................................................................. 10

CHAPTER TWO ............................................................................................................. 11
LITERATURE REVIEW .................................................................................................. 11
2.0 Introduction ............................................................................................................. 11
2.1 Theoretical Reviews ............................................................................................. 11
2.2 Related Studies ...................................................................................................... 18
2.3 Students who did not Access Guidance and Counseling Services in School ....... 23
2.4 Study Habits .......................................................................................................... 24
2.5 Academic Performance ......................................................................................... 27
2.6 Gaps in Literature Identified ................................................................................. 27

CHAPTER THREE ......................................................................................................... 28
METHODOLOGY ............................................................................................................ 28
3.0 Introduction ............................................................................................................. 28
3.1 Research Design .................................................................................................. 28
3.2 Study Population .................................................................................................. 28
3.3 Sample Size ......................................................................................................... 28
3.4 Sampling Techniques .................................................................................. 29
3.5 Data Sources ............................................................................................... 29
3.6 Validity and Reliability of the Instrument .................................................. 30
3.7 Data Analysis ............................................................................................... 33
3.8 Ethical Consideration .................................................................................. 34
3.9 Limitation of the Study .............................................................................. 34

CHAPTER FOUR ......................................................................................... 35
DATA PRESENTATION, ANALYSIS AND INTERPRETATION ......................... 35
4.0 Introduction ................................................................................................. 35
4.1 Response Rate ............................................................................................. 35
4.2 Demographic Characteristics of Respondents ........................................... 35
4.3 Presentation of the difference between students who accessed Guidance and Counseling services and those who did not accessed .......................................................... 38
4.4: Presentation of the difference between students who accessed Guidance and Counseling services and students who did not access in their academic performance ......................................................... 39
4.5: Relationship between study habits and academic performance among students ......................................................... 40
4.6: Presentation of the relationship between Guidance and Counseling services and academic performance among students of Umar Suleiman College of Education Gashua, Yobe State, Nigeria ............................................................. 41

CHAPTER FIVE .......................................................................................... 43
DISCUSSION, CONCLUSION AND RECOMMENDATIONS ....................... 43
5.0 Introduction ................................................................................................. 43
5.1 Discussions ................................................................................................. 43
5.2 Conclusion .................................................................................................. 48
5.3 Recommendations ...................................................................................... 49
5.4 Contribution to Knowledge ......................................................................... 50
5.5 Suggested Areas for Further Studies ........................................................... 50

REFERENCES .............................................................................................. 51
APPENDICES ................................................................................................. 61
APPENDIX I: QUESTIONNAIRE .................................................................. 61
APPENDIX II ................................................................................................. 65
APPENDIX III ............................................................................................... 66
APPENDIX IV ................................................................................................ 67
APPENDIX V ................................................................................................. 68
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.1</td>
<td>Population and Sample size Distribution</td>
<td>29</td>
</tr>
<tr>
<td>3.6.1.2</td>
<td>Range and interpretation of rule of thumb</td>
<td>32</td>
</tr>
<tr>
<td>3.6.1.3</td>
<td>Keiser-Meyer-Olkin (KMO) test for study construct</td>
<td>32</td>
</tr>
<tr>
<td>3.6.2.1</td>
<td>Interpretation of Cronbach’s Alpha Results</td>
<td>33</td>
</tr>
<tr>
<td>3.6.2.2</td>
<td>Reliability Statistics</td>
<td>33</td>
</tr>
<tr>
<td>4.2.1</td>
<td>Gender of Respondents</td>
<td>35</td>
</tr>
<tr>
<td>4.2.2</td>
<td>Age of Respondents</td>
<td>36</td>
</tr>
<tr>
<td>4.2.3</td>
<td>Program of Study</td>
<td>36</td>
</tr>
<tr>
<td>4.2.4</td>
<td>Academic Discipline of Respondents</td>
<td>37</td>
</tr>
<tr>
<td>4.2.4</td>
<td>Guidance and Counseling Services Status</td>
<td>37</td>
</tr>
<tr>
<td>4.3.1</td>
<td>Independent t-test showing the difference between students who accessed Guidance and Counseling services and those who did not access in their study habits</td>
<td>38</td>
</tr>
<tr>
<td>4.4.1</td>
<td>Independent t-test showing the difference between students who have accessed Guidance and Counseling services and those who did not access in their academic performance.</td>
<td>39</td>
</tr>
<tr>
<td>4.5.1</td>
<td>Pearson’s linear correlation coefficient showing the relationship between study habits and academic performance among students.</td>
<td>40</td>
</tr>
<tr>
<td>4.6.1</td>
<td>Pearson’s linear correlation coefficient showing the relationship between Guidance and Counseling services and academic performance among students.</td>
<td>41</td>
</tr>
</tbody>
</table>
LIST OF FIGURES

Figure 1: Conceptual Framework .................................................................................... 14
LIST OF ABBREVIATION

NPE National Policy on Education
NOUN National Open University of Nigeria.
NTI National Teacher Institute
UNESCO United Nation Education Science and Cultural Organization
WAEC West African Examination Council
NECO National Examination Council
JAMB Joint Admission and Matriculation Board
NCE Nigeria Certificate in Education.
CGPA Cumulative Grade Point Average
IV Independent Variable
DV Dependent Variable
KMO Keiser Meyer Olkin
SPSS Package for Social Science Statistical
PLCC Pearson’s Linear Correlation Coefficient
USCOEGA Umar Suleiman College of Education Gashua
ABSTRACT

The purpose of this study was to examine the relationship between Guidance and Counseling services status, study habits and academic performance among students of Umar Suleiman College of Education Gashua, Yobe State, Nigeria. The study was guided by four stated objectives, To compare whether there is significant difference between students who accessed Guidance and Counseling services and those who did not access in their study habits; To compare whether there is significant difference between students who accessed Guidance and Counseling services and those who did not access in their academic performance; To examine whether there is significant relationship between study habits and academic performance, and finally To establish whether there is significant relationship between Guidance and Counseling services status and academic performance. The study used descriptive correlational and comparative study designs with quantitative approach. The population of the study was 221 NCE three students and 178 diploma two students making 399 populations. Kragcie and morgan table for selection of the sample size was used. The drawn sample size was 263. While purposive and simple random sampling techniques were employed to select respondents. Data was collected using adapted modified - questionnaire with 32 items based on five likert scale which was distributed to NCE 3 and diploma 2 students; The data was analyzed in SPSS using frequency tables and percentage to analyses the profile of the respondents. Independent t-test and Pearson's linear correlation coefficient was used to analyses the data collected from the field according to the study objectives. The findings of the study revealed that there is no significance difference between students who have accessed Guidance and Counseling services and those who did not access in their study habits. Findings also revealed that there is no significance difference between students who have accessed Guidance and Counseling services status and those who did not access in their academic performance. The study found that there is a significant relationship between study habits and academic performance. The study further found that there is a significant relationship between Guidance and Counseling services and academic performance. It was concluded that there is a relationship between Guidance and Counseling services status, study habits and academic performance. Based on the study findings, the following recommendation was made. The school authority and other stakeholders should ensures that qualified counselors were appointed to undertake the counseling activities in order to guide and counsel students adequately and ensures that the diploma students have access to Guidance and Counseling services in order to fully and maximally improve their potentiality. Teachers and school guidance counselors as well as school authority should collaboratively assist students with intensive guidance and counseling services to develop zeal in order to improve their academic performance. It was also recommended that school counselors and authorities should motivate, encourage otherwise enforce reading culture or “prep time” into the curricular and equip the school with reading desk, efficient power supply and facilities that will motivate them to form good study habits in order to achieve good academic performance. It was finally recommended that governments or authority concern should establish Guidance and counseling services centre in every school in order to help students in their academic endeavor.
CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter contains the background of the study, problem statement, purpose of the study, objectives of the study, research questions, hypothesis, and scope of the study as well as significance of the study.

1.1 Background of the Study

The background of this study is classified into the following perspectives namely: historical perspectives, theoretical, conceptual and contextual perspectives.

1.1.1 Historical Perspectives

School counseling formally emerged in the twentieth century with the foundation of counseling and guidance principles since ancient Greece and Rome with the philosophical teachings of Plato and Aristotle. Nevertheless formal Guidance and Counseling programs using specialized textbook did not start until the end of the twentieth century.

The factors leading to the development of Guidance and Counseling in the United States began in the (1890s) with the social reform movement. The difficulties of people living in urban slums and the widespread use of child labor outraged many. One of the consequences was the compulsory education movement and shortly thereafter the vocational guidance movement which in its early days was concerned with guiding people into the workforce to become productive members of the society. In (1909) the Boston vocation bureau helped outline a system of vocational guidance in the Boston public schools. The works of the bureau influence the need for and the use of vocational guidance both in the United States and other countries around the world. By (1918) there were documented account of the bureaus influence as far away as Uruguay and china. Guidance and Counseling in these early years were considered to be mostly vocational in nature, but as the profession advanced other personal concerns became part of the school counselor agenda. (Brewer, 2010).
Similarly, in Africa, Guidance and Counseling is a service that every person required. It has been provided throughout the history of human race to the people of different culture and in different circumstances (Gichinga, 2007). For examples in African traditional communities, young people have grandparents, uncles, aunties, and other relatives who are charged with the responsibilities of educating, Guiding and counseling them. Traditional African communities encourage responsible living and there are collective responsibilities among the parents to ensure that none of their children go astray (Allis and Kamel, 2005). However, today few adult feel responsible for children other than their own and there are increasingly fewer positive role models in society that young people can emulate. Therefore Guidance and Counseling is increasingly becoming a needed service in schools, homes, mosques, churches and communities.

Likewise, in Nigeria, in attempting to realize fully the educational objectives, the federal government of Nigeria succinctly spells the significance of Guidance and Counseling services in its national policy on education (2004). “Educational activities shall be centered on the learner for maximum self-development and self-fulfillment.” Consequently, students require functional Guidance and Counseling service in order to be aware of their environment, discover their full potentials, accept their weaknesses and direct themselves to make proper, constructive and viable decisions and finally be ready to be responsible for their actions and decisions on academic issues. (Gishiwa, 2013). According to Ahmad and Khdiya, (2010). Study habits is a global phenomenon where by some students tend to exhibit poor study habit which in turn affects their academic performance. Study habits are the behaviors used when preparing for test or learning academic material. Students from different countries across the world develop different study habits goods and the bad ones. Academic performance means the extent to which students achieve learning outcomes, which usually determine through examination. Similarly in African countries, like Nigeria some students exhibit poor study habit which seriously affected their academic performance and achievement (Shehu, 2010). Therefore, the term study habits refer to the way in which students study either systematically, efficiently or inefficiently. In line with what has been said above, we can deduce that good study habits will definitely yield positive academic performance and achievement and also inefficient or poor study habits leads to academic failure. Students attitudes and study habits towards any subject has been described as a function of passion coupled with their belief on that particular which has a long way to go on their academic performance.
1.1.2 Theoretical Perspectives

This study was guided by the skinner theory of reinforcement 1904-1990 (the basis of behavior). He believed that the behavior (responses or actions of an organism) is a result of stimulus. Response depends on one of the two (reinforcement or punishment). The basic tenet of this theory is that behavior is shaped and maintained by its consequences. This theory states that all behavior can be controlled and change by two consequences that is when the behavior is followed by positive consequences (reinforcement) has a likely hood to proceed or reoccur, while any behavior followed by unpleasant consequences (punishment) has a probability that behavior will likely not re occur. He also believed that human being could be trained or conditioned to perform virtually any act by the extent and nature of the reinforcement (Counseling) that followed the behavior. This theory has also used by paroll, (2000) and he recommended that the theory was upheld due to its significance relation to the study habits and academic performance that concern student behavior in schools.

The study was also guided by expectancy theory of motivation by Victor Vroom, (1964). Vroom was the first to develop an expectancy theory of motivation. The basic tenets of this theory is that, Expectancy theory is cognitive process theory of motivation that is based on the idea that people believe there are relationship between the effort they put forth at work, the performance they achieve from that effort, and the rewards they receive from their effort and performance. In other words, people will be motivated if they believe that strong effort will lead to good performance and good performance will lead to desire rewards.

1.1.3 Conceptual Perspectives

According to Makinde, (1984) cited In Mallum, (2000) operationally derived his definition of Guidance from the root word “guide” which means to direct, pilot, manage, steer, aid, assist, lead, inform and interact to help client understand himself and environment. Guidance is an umbrella term that comprises all helping relationship and interaction in order assist client. Olayinka (1972) cited in Noun (2015:89) sees counseling as the process whereby a person is helped in a face to face relationship. Shertzer and stone (1976) cited in NTI (2000:286) define counseling as a learning process in which individuals learn about themselves, their interpersonal relationship and behaviors that advance their personal which the counselor assist the client to
understand himself in term of strength and weaknesses. Counseling is a relationship that usually takes place in a face to face encounter in order to adjust for improvement personally and academically.

Mallum (2004:189) further lamented that, the actual difference between the term Guidance and the term Counseling is that guidance is an umbrella of services while counseling is one of the guidance services. The reason why counseling always appears with guidance is that it is counseling that is used to disseminate information about other services. He further added that, it is important to note the existing difference in the meaning of guidance and counseling is that, counseling is more directed towards feeling, thinking, and behavior of individual person than guidance this is why some books emphasize that the backbone of any guidance activity is the counseling job that is done by the counselor.

Guidance and Counseling has been conceptualized as a program of activities which has provided us with the gateway out of the existing numerous problems in our present age of complex scientific and technological development (Okobiahand and Okorodudu 2004) cited in (Nyaegah 2011). The UNESCO module on guidance and counseling (2002) also posited that Guidance is a program of services to individuals based on their needs and the field which has a broad range of activities, program and services geared toward assisting individuals to understand themselves, their problems, their school environment and their world and also to develop adequate capacity for making wise choices and decisions.

**The Independent Variable (IV) of this Study is Guidance and Counseling Services Status.**

Operationally Guidance and counseling services is defined as a set of tasks and activities designed to assist students to cope with some problems and challenges as well as to adjust and improve their academic activities in schools (Ahmad, 2010).

Guidance and counseling services create options for students to develop fully and emphasize strategies which enhance their potentials. Guidance and counseling services comprises appraisal service, orientation service, placement service, follow-up service, information service, and counseling service as well as referral services. However for the purpose of this study, orientation service, information service and counseling service and will be the area of our interest.
Counseling Services:

This is the heart of counseling program. Counseling service constitute 60% activities of the school guidance and counseling program. It is where the clients will come with serious and complicated issues to be discussed in face to face interaction. Counseling service is usually regarded as the face to face relationship between a counselor and client(s) with the purpose to help the client understand themselves and their strength, weaknesses and ability to solve their problems (Gero, 2005).

Information Services:

Is one of the most important guidance service in school as it provide crucial information to the client on academic and nonacademic activities. It also concern with dissemination of information on students, sport and other recreational activities in school (Ahmad, 2010).

This deals with collection, classifying, disseminating, storing, and retrieving any piece of relevant data for the use of the client to enable him achieve wise choice and relevant self-decision. Malumfashi, (2004) states “Information service deals with collection and processing data on vocational, personal/social and educational issues concerns of individuals.”

Orientation Services:

Ahmad, (2010) defined orientation service as the service design to assist individuals to understand and adjust to their new environment. The services to be rendered include: welcoming new students to the school, explaining them rules and regulations of the school, acquainting them with the history, philosophy, status, program, achievements, problems, etc. of the school, exposing them to the school premises and facilities as well as the neighborhood of the school and introducing them to the school management and other staff. Orientation service also provides more light and sensitization lectures and programs in order to create awareness among the newly admitted students.

The Dependent Variable (DV) for this Study is Study Habits and Academic Performance. Operationally Study habit are mainly external factors that facilitate the study process such as sound study routines that include how often a student engage in studying sessions, review the
material, self-evaluation, rehearse, explaining the material and studying in a conscious environment (Crede, 2008). Study habit also means the habitual pattern or ways one adopts either good or bad in his/her learning process. Good study habits also concern interest and attention (Ahmad, 2010). It includes many different skills: learning style, time management, self-discipline, concentration, memorization, organization and effort among others. For the purpose of this research learning style was considered. Academic performance according to the Cambridge University’s is frequently defined in terms of examination performance. In this study academic performance was characterized by the overall performance of students at the end of a course of study or a semester. Academic performance can be expressed in the form of good scores and prizes as a result of hard work and exceptional performance in classroom test, assignment and examination (Robusta, 2014).

1.1.4 Contextual Perspectives

Umar Suleiman College of Education was established in (1987) under the military administration of Col. Abdulmunimu Aminu the Governor of Borno state. The College is located in Gashua Bade local government under Borno state by then, but after the creation of Yobe State in (1991) it presently under Yobe state of Nigeria and it is a teacher training institution. It runs different program under different schools/departments. The College comprises school of art and social sciences, Education, languages, vocational, and school of sciences (Students hand book 2015).

Several efforts was made by the teachers and school administrators in providing the required materials and teaching facilities, to ensures effective and efficient teaching and learning among students, but going by their previous semesters results and cumulative grade point average (CGPA) as lamented by academic records, the students perform poorly in the year 2015/16 academic session. (Academic Record, 2016).

In line of the above, teachers improved on their work and dedication toward improving good study habits and academic performance among students of Umar Suleiman College of Education Gashua, but not much improvement was realized. Hence there is need for further endeavor and investigation.
1.2 Problem Statement

Various studies around the world emphasized that Poor study habits is a matter of great concerns in the mind of teachers and stakeholders in education. And Low academic performance among students also is a global phenomenon (Brunner, 1991 cited in Nsini and Emeya, 2015).

In spite the delivering of guidance and counseling services, efforts of teachers, and school administrators in providing the necessary required materials and teaching facilities, towards ensuring effective and efficient teaching and learning as well as learning outcomes among students of Umar Suleiman College of Education Gashua, huge number of students was observed and realized their academic performances were below average as 2015/2016 academic session. Because it was only 56% of the Students passed with minimum requirement going by their cumulative grade point average (CGPA) as lamented by academic records (USCOEGA,2016). Currently observed, there are still persistent poor study habits and poor academic performance among students at different levels. If left unchecked, the consequences of this phenomenon can leads to examination malpractice, worsen the poor academic achievement, discouragement, low esteem among the students and above all school dropout, which subsequently deteriorates the academic standard and productivity of this institution.

1.3 Purpose of the Study

The purpose of this study was to examine the relationship between Guidance and Counseling services status, study habits and academic performance among students of Umar Suleiman College of Education Gashua Yobe State Nigeria.

1.4 Objectives of the Study

i. To compare whether there is significant difference between students who accessed Guidance and Counseling services and those who did not access in their study habits.

ii. To compare whether there is significant difference between students who accessed Guidance and Counseling services and those who did not access in their academic performance.

iii. To examine whether there is a significant relationship between study habits and academic performance.
iv. To establish whether there is a significant relationship between Guidance and Counseling services and academic performance

1.5 Hypothesis

i. There is no significant difference between students who accessed Guidance and Counseling service and those who did not access in their study habits.

ii. There is no significant difference between students who accessed Guidance and Counseling service and those who did not access in their academic performance.

iii. There is no significant relationship between study habits and academic performance.

iv. There is no significant relationship between Guidance and Counseling services and academic performance.

1.6 Scope of the Study

1.6.1 Geographical Scope

This study was conducted in Umar Suleiman College of education Gashua Yobe State Nigeria, and it involved all NCE three (3) students and Diploma two (2) students of Umar Suleiman College of Education Gashua.

1.6.2 Theoretical Scope

This study adopted the theory of reinforcement by B.F. Skinner 1904-1990 (the basis of behavior) which he states that all behavior can be controlled and change by different consequences and expectancy theory of motivation by Victor Vroom (1964) which states that people will be motivated if they believe that strong effort will lead to good performance and good performance will lead to desire rewards.

1.6.3 Content Scope

The study limited its scope to the Guidance and Counseling status, services, study habits and academic performance among students of Umar Suleiman College of Education Gashua, Yobe State, Nigeria.
1.6.4 Time Scope

The study covered two (2) years’ time period from 2015 to 2017. The period was considered enough to enable the researcher to acquire enough information about the study. In addition this time frame is selected because the program was in its peak operation in delivering services to the students in the college.

1.7 Significance of the Study

This study has a great important to the Nigerian government at all level. Also it is relevant to the teachers in teaching and learning process, to parents and to the general public and finally to the researcher himself.

**Government:** this study is of immense important to the government of the federal republic of Nigeria simply because the finding of this research can be used as a tool to assist education institution in identifying at-risk students before entering the program s well as at-risk existing students so that they can better make decision as to what student to accept and what supporting program to offer in order to ensure high academic performance and to aid in administrative decision making. To improve currently operating counseling centers in schools. To initiate new at where it is not exist and also build increase support for effective program as in line with the national policy on education since (1977) and (2004) revised.

**Teachers:** this research is most significance to those appointed as teacher’s counselors in schools by providing them with relevant and current knowledge for the effectiveness or ineffectiveness of their existing program and providing them with effective counseling services for assisting their students efficiently.

**Academic research:** the study will add to the existing knowledge in the area of research and it will serve as a point of relevance in issues or studies related to school counseling and other thing concern students study habit and academic performance.

**Parents and general public:** the study still is significance to both parents and general public. Counseling issues is a collective responsibility for both parent and the general public in making sure that our younger generations did not go astray. Therefore the study will provide a clear
picture of how school counseling influences the study habits and academic performance among students and also to provide the essentials knowledge and skills to promote good study habits among our children (students).

Finally, the study is of great important to the researcher himself by exploring knowledge and information about how school guidance and counseling services improves study habits and academic performance among students and also expanding the researcher knowledge on different counseling services applicable to different cases for effective counseling as well as for academic excellence.

1.8 Definitions of terms

**Study:** means application of the acquisition of knowledge, as by reading, investigation or reflection.

**Habits:** means an acquired behavior pattern regularly followed until it has become almost involuntary.

**Performance:** means the accomplishment of a given task measured against present known standard of accuracy, completeness, cost and speed.

**Students:** a person formally engaged in learning, especially one enrolled in a school or college.

**Teacher:** is the custodian, the catalyst or facilitator of the learning process. He provides the necessary husbandly without which learning cannot flourish. The teacher will expose the students to the appropriate study habits that would enhance their academic performance.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter covers the review of related literature from different scholars and researcher’s views on Guidance and Counseling services, study habits and academic performance among students. Therefore, the chapter is sub divided into theoretical review, conceptual frame work, and the review of related literature. It will also show the gap identified from the existing studies.

2.1 Theoretical Reviews


Expectancy theory is concerned with the cognitive antecedents that go into motivation and the way they relate to each other. That is, Expectancy theory is cognitive process theory of motivation that is based on the idea that people believe there are relationship between the effort they put forth at work, the performance they achieve from that effort, and the rewards they receive from their effort and performance. In other words, people will be motivated if they believe that strong effort will lead to good performance and good performance will lead to desire rewards. Victor Vroom (1964) was the first to develop an expectancy theory, which was later expanded and refined by (porter and lawler1968, cited in Pinder 1987).

Social Cognitive Theory by Albert Bandera. Initially Bandura forwarded what he called social learning theory in which he argued that children learn to behave in particular ways by observing and imitating what others do, especially those they feel close to, a concept, he called observational learning. (Woolfork, 2010). Later on Bandura (2001) modified his theory by emphasizing the importance of cognitive factors such as belief and expectation on development, in addition to the social influences of models. Thus his current theory is named Social Cognitive Theory. Bandura argued that development is caused by the mutual effects of three 3 kinds of influences: personal factors (beliefs, expectations, attitudes and knowledge), environmental
factors (resources, consequences of actions, other people and physical settings) and behavioral
factors (individual actions, choice and verbal statements). This concept is labeled as triarchic
reciprocal causality by Bandura (2001). For example, constant praise from a teacher
(environmental factor) may make a student to feel more confident, set higher goals (personal
factor) and work harder resulting in better school activities and academic performance
 behavioiral factor). As the student do better (behavioral) his/her interest grows and sense of
competences will increase (personal) which lead to more support in terms of learning resources
and higher expectation from the teacher (environment). In this sense all the three forces personal,
environmental/ social and behavioral factors are in constant interaction, they influence and are
influenced by each other (Woolfolk, 2010).
Bandura (2001) emphasized the importance of modeling in learning. He argued that people learn
by observing what others do, when people observe others being rewarded for particular behavior,
they are likely to imitate that behavior while the behaviors of others that is punished, is likely to
be eliminated. This is what Bandura calls vicarious consequences which exert strong influence
on behavior especially self-efficacy.
Reinforcement Theory by Burrhus Frederic Skinner was a psychologist and social philosopher
considered to be a pioneer in the field of behaviorism. He founded a separate school of
psychology known as “radical behaviorism” which differed considerably from the other school
of psychology. He believed that living beings tend to repeat the actions which they believe give
them favorable results. He called this the principle of reinforcement. Skinner was born on 20th
March 1904 in Susquehanna, Pennsylvania, United States. His psychological work is based on
operant conditioning, and he believed that living organisms possess no free will and will repeat
behavior which gives them favorable outcome.
He designed the teaching machine, a device to facilitate learning for a broad range of students.
The machine could administer a curriculum of programmed instruction, provide students
questions and reward each correct answer in order to motivate them. (Burks and Steffre 2008).
This study was guided by theory of reinforcement by B.F. Skinner 1904-1990 (the basis of
behavior) believed that the behavior (responses or actions of an organism) is a result of stimulus,
response depends on one of the two (reinforcement or punishment). The basic tenet of this theory
is that behavior is shaped and maintained by its consequences. This theory states that all behavior can be controlled and change by two consequences that is when the behavior is followed by positive consequences (reinforcement) has a likely hood to proceed or reoccur, while any behavior followed by unpleasant consequences (punishment) has a probability that behavior will likely not re occur. He also believed that human being could be trained or conditioned to perform virtually any act by the extent and nature of the reinforcement that followed the behavior. This theory has also used by paroll, (2000) and he recommended that the theory was upheld due to its significance relation to the study that concern student behavior in schools cited in (Ibrahim, 2016). However, counseling in all respect is a word of encouragement and reinforcement given to the students through helping them to identify problem and take steps to address or solve the problem independently.

In view of the above, these theories are related to this study. skinner theory of reinforcement was used to trained and influence the desire form of behavior by intensifying reinforcement (Counseling) to the students in the schools and expectancy theory of motivation was to inculcate the students to believe and put into practice that strong effort will lead to good performance and good performance will lead to desire rewards or results (academic performance).

2.1.1 Conceptual Framework

Conceptual frame work showed how various variables in the study interact to produce result. Conceptual frame work refers to, when researcher conceptualizes the relationship between variables in the study and showed graphically and diagrammatically. The purpose was to help the researcher quickly see the proposed relationship of the concepts. Mugenda (1999).
Figure 1: Conceptual Framework

**Guidance and Counseling service status**
- Students who have accessed the services
- Students who did not access the services

**Study habits**
- Learning styles

**Academic performance**
- Examinations scores
  - Below Average
  - Average
  - Above Average

Source: Adopted from literature as modified by the researcher, (2017).

The conceptual framework of this study presents the independent variable (IV) Guidance and Counseling services status and have these constructs students who accessed Guidance and Counseling services i.e. Counseling service, information service, and orientation service, and students who did not access the services. While the dependent variables (DV) is study habits and academic performance. A study habit has construct of learning style which comprises diligent study, reading many reference book, following teachers instructions, organizing and applying learning experience etc. while academic performance was measured using examinations scores (GPA) which also comprises Below average, Average and Above Average performance.

2.1.2 Review of Related Literature.

The related literature review was done according to the stated objectives.

2.1.3 Guidance and Counseling Services in School Setting

Guidance and Counseling services was established to help students adjust in their socio personal vocational and educational activities in schools (NPE 2004). Guidance and Counseling services is a set of task and activities designed to assist students to cope with some problems and challenges as well as to adjust and improve in their academic activities in schools. Ahmad, (2010) stated that Guidance and Counseling services create options for students to develop fully
and emphasizes strategies which enhance their potentials. According to Achebe, (2008). The research conducted by the Georgian department of education (2007) clearly stated that school Guidance and Counseling services encourages equity and accountability through social development, decision making skills, academic achievement and school success for students, collaboration with parents and the community provide students with career and educational opportunities to ensure success in diverse and technological society.

Consequently, Malumfashi (2004) maintained that Guidance and Counseling services is significant and indispensable in our education system, because with its new faced, revolutionized from the traditional curative, reaching out techniques, operational presently it offers, especially to students in different school level to an enormous opportunity to develop, realize their strength and weakness, as well as make personality adjustment wisely thereby leading to wise choices and productive decision. Similarly Malumfashi (2004) expresses that; guidance and counseling services should not be only for students that are unhappy about their school life but it is for everybody, troubled and none troubled.”

Guidance and Counseling services is purposeful and results oriented and since individual are self-moving and striving to actualize, therefore education is the most effective instrument for such results orientation and mobility to actualize and in turn guidance and counseling services are fundamental. Newsome et al (1975) cited in shehu (2010) Shows that Guidance and Counseling services supposed to be mandatory in order to overcome these problem outlined by Olayinka (1996) educational problem. This is a situation where students are unable to cope with school academic activities and other school related problems. Vocational problem this is a condition where student experience difficulties or conflict in choosing a career as a result of their potentials, parent ego, economic constraints or religious perception (Anwana, 1986 cited in Egong, et al 2007). Social/ interpersonal problem also this is a situation where by a student fail to maintain social or interpersonal relationship with peers, friends or classmate and teachers as well.

According to Gururani, G.D. (2006, p-1) Guidance is commonly understood as leadership, instruction or direction. Counseling may also be taken as a psychological process of helping an individual to achieve his self-direction, self-understanding and mental balance necessary to make
the maximum adjustment to the school, home and society. Bhatnagar & Gupta (1999) view guidance as a process of helping individuals to find solutions of their problems. They further say that guidance is an integral part of education; a continuous service; both generalized and specialized service, for the “whole” child and is not confined only to some specific aspects of his personality. Guidance and Counseling has been conceptualized as a program of activities which has provided us with the gateway out of the existing numerous problems in our present age of complex scientific and technological development (Okobiah and Okorodudu, 2004).

The study of human habits and attitudes is relevant and essential to counseling, as it can help in the understanding of the rationale for their behavior and provides basis for prediction and assistance. Gururani (2006) argued that if the society is not to be plaque by a band/group of disgruntled, frustrated and unrealistic individuals, it is desirable that adequate Guidance and Counseling and career information be provided, to enable the school and society arrive at a realistic vocational choice for their children/wards with due realization of their potentialities. Guidance services are presented as information services, placement services, appraisal services, vocational guidance services, counseling services, referral services, evaluation, follow-up, and consultancy and research services. As a vital component of any type and any level of education, the absence or non-utilization of these services in the present day school system has led to the unprecedented rise in the crime wave, violence among students, fuelled cultism, wrong career choice, and wrong subject combination among other issues. Attitudes are predispositions which have developed through long and complex process. According to Braddock (2001) the purpose of guidance and counseling services for school children are to:

- Improve academic achievement
- Foster positive attitudes toward school learning, and work
- Increase acquisitions and application of conflict resolution skills.
- Decrease dropouts

Ahmad (2015) added that the purpose of guidance and counseling in school setting is to:

- Help students realize their area of strength and weaknesses
- Help students to become self-directed and reliance
- Assist students to achieve to the best possible extent
• Encourage students motivation and resilience to daily life challenges
• Assist students in wise career or vocational choice

It therefore becomes imperative for Guidance and Counseling services to be effective and comprehensive at this level. So the Guidance and Counseling services include the followings:

**Counseling Services:**

This is the heart of counseling program. Counseling service constitute 60% activities of the school guidance and counseling program. It is where the clients will come with serious and complicated issues to be discussed in face to face interaction. Counseling is usually regarded as the face to face relationship between a counselor and client(s) with the purpose to help the client understand themselves and their strength and ability to solve their problems (Gero, 2005)

**Information Services:**

Is one of the most important guidance services in school as it provide crucial information to the client on academic and nonacademic activities. It also concern with dissemination of information on students, sport and other recreational activities in school (Ahmad, 2010).

This deals with collection, classifying, disseminating, storing, and retrieving any piece of relevant data for the use of the client to enable him achieve wise choice and relevant self-decision. Malumfashi (2004) states “Information service deals with collection and processing data on vocational, personal/social and educational issues concerns of individuals.”

**Orientation Services:**

Ahmad (2010) defined orientation service as the service design to assist individuals to understand and adjust to their new environment. The services rendered include: welcoming new students to the school, explaining them rules and regulations of the school, acquainting them with the history, philosophy, status, program, achievements, and problems, etc. of the school, exposing them to the school premises and facilities as well as the neighborhood of the school and introducing them to the school management and other staff. Orientation service also provides
more light and sensitization lectures and programs in order to create awareness among the newly admitted students.

2.2 Related Studies

A survey conducted in Kenya after over three decades of inception of Guidance and Counseling services reveals that, most of the Guidance teachers have a vague understanding of what really it entails or encompasses; and the students also do not fully utilize the services and do not understand its role (Ndegwa, 2013). The study further, reveals that since the introduction of the services, there has not been a change in behavior of students. This is noted also by Ngale (2009) who said that the relationship between accessing Guidance and Counseling and career choice among students can be aggravated by family and peer influence.

Ogoti (2012) who reports that the outcomes of Guidance and Counseling services in South Kisii public secondary school “the impact of Guidance and Counseling on school life and attitude towards studies” was moderately perceived by students in selected schools, and possibly could be attributed to the untrained personnel who offer the services.

Mghweno, et al (2013) in their study “Access to Guidance and Counseling services and its influence on Students’ school life and career choice”, they discover a medium difference among students who accessed Guidance and Counseling services and those who did not access in their school life and career choice.

Braddock (2001) who states that, the purpose of Guidance and Counseling in schools is to improve academic achievement, foster positive study attitudes and habits, increase acquisitions and application of conflict resolution skills, and decrease school dropouts. Lack of Guidance and Counseling in adolescence has resulted to increase in unpleasant outcomes in the society. These include school dropouts, drug abuse, crimes, and even failure to secure jobs.

Tuchili (2008) also adds that the task of educational Guidance and Counseling is to enable a student to adjust himself to his studies by improving his study attitude and removing subject matter difficulties. When Guidance and Counseling services are missing in schools, students’ adaptation becomes difficult thus leading to low performance, misbehavior and dropout.
According to Odeke (1996), without sound Guidance and Counseling, many students lose direction and engage themselves in bad behaviors such as drug abuse and alcohol indulgence, missing classes, and dropout and so on; as a result they lack both focus and direction resulting to total failure in life. In this regard, students need Guidance and direction to study and choose career.

Kagu and Pindar (1999) conducted a study on “The effects of group-study-habits counseling on academic performance and discover that, those students that were not involve in group-study habits counseling their academic performance and achievement is poor.

Therefore, there are significance difference between those students that accessed guidance and counseling services and those that have not accessed

Khadija (2014) conducted a studies on “The relationship between study habits and academic performance among students” the studies revealed that 75% of those perform better are those who received guidance and counseling service. Therefore, in short those who did not receive guidance and counseling in comparison perform lower in terms of academic performance and achievements. Similarly, Fajonyomi (2012) in a study on anxiety and academic performance observed that study kills or good study habits are effective in improving academic performance in anxiety ridden students.

Verma (1996) stressed that good study habits promotes academic performance of the students and high and low achievers as well as over and under achievers differ significantly with regard to quality and strength of their study habit. This study was also supported by Azikiwe (1998) describe study habit as “the adopted way and manner a student plans his private studies or reading, after classroom learning so as to attain mastery of the subject. Azikiwe further stated that “good study habit are good asset to learners because the habit assists students to attain mastery in areas of specialization and consequently excellent performance, while in opposite bad study habits, constitute constraints to learning and achievement leading to failure.

In the studies of Hanish and Guerra (2004) “Children who get victimized at school” in their findings shows that good study habits has significant impact on student academic performance. Muithya (2006) has the same opinion that, studies was conducted in Kenya and it was discover
that study habits is greatly influence academic performance and achievement. Bulus (2001) studied the "factors affecting academic performance in some selected secondary in Lagos, the findings shows that both good and bad study habits affect academic performance positively and negatively.

Likewise Makinde (2004) explain that good study habits improve academic achievement in all respect. Mujittafa (2008) discover that good study habits are the backbone of every academic excellence. Modu (2003) explain that interest and motivation constitute study habits, and study habits yield good academic performance.

Study habit plays an important role in the academic achievement of students. Good study habits lead to good academic record and bad study habit lead to poor academic record as there is direct relationship between study habits and academic achievement (Verma, 1996; Verma and Kumar 1999, Satapathy and Singhal, 2000; Vyas 2002). Ramamurti (1993) rightly emphasized that despite possessing good intelligence and personality, the absence of good study habits hampers academic achievement. Hence study habits of students play important role in learning and fundamental to school success. Good study habit skills like note taking, having regular time to study, and organizing for a test, while removing the distraction that comes from television or phone call at home can lead to good academic performance (Tschumper, 2006). Effective study habits help students to achieve good results (Sadia, 2005). A proper study habit enables an individual to reap a good harvest in future.

Loneza Gas-ib Carbonel (2013) in his study learning styles, study habits, and academic performance of college students at kalinga-apayao state college, Philippines found that In the assessment of whether there is a significant difference of the study habits and the performance of the students, the null hypothesis that there is no significant relationship is rejected. This implies that the study habits of the students in College Algebra have great impact to their performance.

Various studies indicated that Guidance and Counseling services have significance relationship with study habits which resulted into excellent academic performance. Example basher and Matto (2012) "globally researches revealed that study habit affect academic performance. Guidance and counseling service is a rudimentary ingredient that plays a crucial role in school system and insists on upholding the social and moral values of students. It is intended to
suppress, control and redirect behavior. In a school system all students must be aware of the rules laid down through thorough guidance before disciplinary action can be administered, in which this has been a key factor to better good habits and academic performance in students (Franken, 1998). The idea of relating discipline and guidance helps to determine the value of Guidance and Counseling to students in schools with respect to their academic performance.

According to Gysbers and Henderson (2001), Guidance and Counseling evolved from a position, to a service, and finally to program where expectations of the majority of the students were being met by the Guidance and Counseling services. Gururani, G.D. (2006, p-195) adds that broadly speaking, „Counseling” includes all of those personal contacts with students by individuals who are consciously attempting to understand and assist them by the specific procedures utilized in personal interviewing. Leib and Snyder (1976) Lent and Russel (1978) cited in Kagu and Pindar (1999) also in Kagu (2004) have proven the efficacy of counseling in treating defective study habits in a research on the effectiveness of group counseling on reading and study habits of low achieving undergraduates, found that counseling services improve the students study habits and their academic performance. The findings of Gadzella, Goldston, and Zimmerman (1977) cited in Kagu (1999) and (2004) found that counseling service significantly improves study habits. Similarly the studies of Fremonus and Feindler in Kagu (2004) showed a positive relationship between counseling service and academic performance.

Mutie, and Ndambuki, (1999), “Guidance and counseling for schools and college” explain that Guidance and counseling service also helps to facilitate development of effective study habits, motivation, identifying learning or subject related problems, helping students to see the relevance of school years in life and for future, developing skills, right attitude and interests to help making a choice in career.

Guidance and Counseling, thus, promotes holistic development of every student. This shows the need for every teacher to become a ‘guidance minded’ teacher in the course of carrying out his/her duties with aim of making impacts in the students’ lives.
2.2.1 Students who Accessed Guidance and Counseling Services in School

Students who accessed Guidance and Counseling services are those students who in one way or the other received any form of help, assistance, directions and advice or clarification that concerns their personal, social, vocational and academic affairs either in face to face interaction or through notice board, sign board, pamphlet or other means under the umbrella of guidance services.

In this modern age, guidance and counseling can play a pivotal role for improving the academic performance of the students at all level by eliminating the hurdles faced by students in their studies. Guidance and counseling is very important subject both for teachers and teachers training institutions (Abigail and Gabriel, 2016).

Various studies revealed that those students who accessed Guidance and Counseling services in schools has good study habits, higher motivation with good academic performance Ahmad (2015). This notion is in line with Kagu and Pindar(1999) also cited in Kagu (2004) have proved that, the efficacy of counseling in treating defective study habits in a research on the effectiveness of group counseling on reading and study habits of low achieving undergraduates, found that counseling services improve the students study habits and their academic performance.

Similarly Malumfashi (2004) expresses that; guidance and counseling services should not be only for students that are unhappy about their school life but it is for everybody, troubled and none troubled” Bhatnagar & Gupta, (1999) view guidance as a process of helping individuals to find solutions of their problems. They further say that guidance is an integral part of education; a continuous service; both generalized and specialized service, for the “whole” child and is not confined only to some specific aspects of his personality. Guidance and counseling has been conceptualized as a program of activities which has provided us with the gateway out of the existing numerous problems in our present age of complex scientific and technological development (Okobiah and Okorodudu, 2004).
2.3 Students who did not Access Guidance and Counseling Services in School

Students who did not access Guidance and Counseling services are those students who in one way or the other did not enjoy or receive any form of help, assistance, directions and advice or clarification that concerns their personal, social, vocational and academic affairs either in face to face interaction or through notice board, sign board, pamphlet or other means under the umbrella of guidance services.

Many scholars and researcher goes with the opinion that those students who did not access Guidance and Counseling services tend to develop poor study habits unwanted behavior or low academic performance (Ahmad, 2010).

Amir, M. et al (2011) expressed a country like Pakistan where in the literacy level is already falling below the desired level as well as drop out ratio is alarming, an optimistic scenario could be arisen by applying guidance and counseling techniques to improve the academic performances of the students. Yahaya (2003) view that passing examination to secure certificates either for admission into higher institution or secure good jobs is the main goal of education to many people and not the acquisition of knowledge and skills through studying. Many students perform poorly because they lack the right attitude to study and do not have the right orientation from home and from the society (Obilade, 1987; Ladipo, 2000; Eweniyi, 2002). The attitudes of human beings play significant role in their behaviors’.

The study of human habits and attitudes is relevant and essential to counseling, as it can help in the understanding of the rationale for their behavior and provides basis for prediction and assistance. Kagu and Pindar (1999) conducted a study on “The effects of group-study-habits counseling on academic performance and discover that, those students that were not involve in group-study habits counseling their academic performance and achievement is poor. In a school system all students must be aware of the rules laid down through thorough guidance before disciplinary action can be administered, in which this has been a key factor to better good habits and academic performance in students. (Franken, 1998). The idea of relating discipline and guidance helps to determine the value of Guidance and Counseling to students in schools with respect to their academic performance. Odeke (1996) adds that without sound guidance and counseling services in secondary schools many students loose direction and engage themselves
in bad behaviors such as drug abuse and alcohol indulgence, missing classes, school dropout and so on. As a result, they may lack both focus and direction resulting to total failure in life.

2.4 Study Habits

Study habits is defined as the way and manner a student’s plans his or her private reading outside lectures hour in order to master a particular subject or topic (Azikiwe, 1998). Study habits are constituting those behaviors’ and/or activities associated with planning and organizations of time for reading as well as motives and habits, learning and remembering strategies, notes taking, planning and preparation of assignments and projects and use of library Carew (2004). Good study habits include many different skills: learning style, time management, self discipline, concentration, memorization, organization and effort among others. For the purpose of this research learning style was considered. Good study habits help the student in critical reflection in skills out comes such as selecting, analyzing, critiquing, and Synthesizing. Kelli (2009) posits that for students to succeed in their studies, they must be able to appropriately assimilate course content, digest it, reflect on it and be able to articulate the information in written and/or oral form. What is fundamental is the ability of a student to acquire effective study habits.

The more appropriate question is how students should study more effectively. Developing good time management skills is very important. Students must realize that there is a time to be in class, a time for study, time for family, time to socialize and time to just be alone. The critical issue is recognition that there must be an appropriate balance. Students should also have vision. A clearly articulated picture of the future they intend to create for themselves is very important and contributes to Students ‘success in school. This will promote a passion for what they wish to do. Passion is critical and leads to an intense interest, dedication and commitment to achieving career goals and objectives.

Marc (2011) explains that students with learning problems, however, may still have generally inefficient and ineffective study habits and skills. Becoming aware of your learning habits or styles will help students to understand why they sometimes get frustrated with common study methods. He observes that good study habits are essential to educational success; as they
Contribute to a successful academic future. Good study habits lead to good grades while good grades lead to admissions to better colleges and universities, possibly with a scholarship thrown in. This in turn, will lead to a great career. Developing good study habits to Marc is very crucial for every student irrespective of his level of education. It boosts students’ ability to be self-disciplined, self-directed and ultimately successful in their programs.

Ashish (2013) opines that if students must ensure academic success throughout the entire year, it is important to ditch bad study habits and establish good ones. He further maintains that no matter what age or academic level, employing effective study strategies can make all the difference between acing a class, barely passing or worse and failing miserably. She admits that many of today’s most common study methods or habits can lead to utter disappointment despite best efforts and intentions. Adeninyi (2011) maintains that good study habits allow students to study independently at home and aspire for higher educational career. The formation of Good study habits in secondary school level further serves as the basis for students’ performance in external examinations such as West African Examinations Council (WAEC), National Examinations Council (NECO) and Joint Admissions and Matriculation Board (JAMB) and in tertiary institutions of learning.

Nneji (2002) added that study habits are learning tendencies that enable students work independently. On the other hand learning styles differ from student to student. Their study habits seem to show differences in how they become competent and of how serious they are in learning.

**Learning Style**

Learning style is defined as “a person’s preferred mode of learning” Smith (1982) in merrill (2002). Learning style refers to an individual mode of gaining knowledge, especially a preferred or best method. This further includes attending class, preparation for exams, concentration and diligent studies etc. Learning style also mean an individual unique approach to learning based on strengths, weaknesses, and preferences. According to Wikipedia; learning styles are different ways that a person can learn. It’s commonly believed that most people favor some particular method of interacting with, taking in, and processing stimuli or information. Learning styles also means adopting a habitual and distinct mode of acquiring knowledge. Therefore one learning
styles will determine his or her study habits. According to Grasha Reichmann (1996) in Halil et al. (2016) says the definition of “learning styles” varies considerably in educational literature. Grasha based his definition on personal qualities, interaction with peers and the teacher and learning. Grasha further defines six different learning styles depending on the active participation of the student. These are independents students. These students study what they think important and prefer independent study. They prefer to work alone, especially in topics they are highly interested in, irrespective of the learning subjects. Dependent, these students usually do not have any intellectual curiosity and depend on guidance and authority. Competitive the main aim of the competitive learners is to receive recognition among others to perform better than their peers and to be rewarded. Avoidant, this group of students is not willing to cooperate with teachers and other students and is uninterested in the class content, with an overwhelmed feature. Participant, this category of students is in contrast to the avoidant style, participant learners attend to class activities, are interested in learning and try to be a “good” student. And finally collaborative students, these students tend to share knowledge and are cooperative with peers and teachers.

James and Blank (1993) explain that a learning style is the “complex manner in which, and conditions under which, learners most efficiently and most effectively perceive, process, store and recall what they are attempting to learn” cited in Merrill (2002). Schmeck (1983) and Swanson quotes Reichmann's reference to learning style as "a particular set of behaviors and attitudes related to the learning context" and Keefe's definition of learning style as "the cognitive, affective, and physiological factors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment" Dunn (1995) states that identifying one’s learning style is much easier than explaining its existence. Students are affected by their own emotionality, sociological, environmental and physical preferences. According to Dunn, and Price (1979) each individual learns through complex set of reactions to varied stimuli, feelings and previously established thought patterns that tend to be present when an individual learns cited in Vermunt (1992).

According to Khadija (2010) study habits is an important aspect in the education process of a particular students “therefore to enhance their education it become necessary to improves study habit of students, globally researchers revealed that a relationship exists between study habit and academic performance. Basher and Matto (2012). Kurshid, Tanveer and Nas Quasmi, (2012) study habit are students ways of studying whether systematic efficient or inefficient cited in
Study habit is the habitual practice one adopts to help him/her in study and learning.

2.5 Academic Performance

Academic performance according to the Cambridge University’s is frequently defined in terms of examination performance. Academic performance was also characterized by the overall performance in each year which culminates in a Grade Point Average (GPA). The GPA score would take into account students’ performance in tests, course work and examinations Borg and Gall (2007). According to Ali et al (2013) Academic performance refers to the extent to which student achieve learning outcome. Students can determine their academic performance at the end of a test, terminal or semester exams or at the end school program lashway (2003). According to Goldfinch and hughes (2013) Academic performance is explained in terms of success or failure of course units, number of courses failed or passed.

2.6 Gaps in Literature Identified

A careful review of the above related literature clearly shows the gaps which require further consideration and commentary by future researcher. Though most of the literature put in great efforts in analyzing the variable under consideration in this study, to the best of my effort and my knowledge, most of them focused only on either one of the variable or the other. In view of this the researcher aimed at filling this gap (content gap) by examining the relationship between Guidance and Counseling services status, study habits and academic performance among students. However in all the literatures I have reviewed no any study of this nature is conducted in my study area. This study is therefore intended to close this gap (contextual gap) with special focus in Umar Suleiman College of education Gashua Yobe state Nigeria.

In addition, from the reviewed of the above literatures clearly shows that no any study found that combined these two theories i.e. reinforcement theory and expectation theory. Therefore this study attempted to fill this gap (Theoretical gap.)
CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research design, research population, and sample size, sampling procedure, research instrument, data collection procedure, validity and reliability of instrument, data analysis and ethical consideration.

3.1 Research Design

The study adopts correlational and comparative study design with quantitative approach. The study preferred descriptive design because, it is best suited for explaining or describing demographic characteristics of respondents at a given point in time. The correlational study design also is interested in examining the significant relationship between two or more variables (Guidance and Counseling services, study habits and academic performance) under study. The researcher also adopted comparative study design because the study aims to compare the difference between two groups/variables (NCE and Diploma students).

3.2 Study Population

The target population of this study was the students of Umar Suleiman College of education Gashua Yobe state Nigeria. Comprising Two hundred and twenty one 221 NCE Three (3) Students who accessed guidance and counseling services and One hundred and seventy eight 178 Diploma Two (2) students who did not access guidance and counseling services. In all, the specific target population of this study was Three hundred and ninety nine (399) populations (Records and statistics 2016).

3.3 Sample Size

The sample size of this study was determined using Krejcie and Morgan (1970) table for determining sample size from a given population.

\[ N = \text{population size} = 399 \]
\[ S = \text{sample size} = 263 \]
Table 3.3.1 Population and Sample size Distribution

<table>
<thead>
<tr>
<th>Category</th>
<th>Population size</th>
<th>Minimum sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nigeria Certificate in Education (NCE)</td>
<td>221</td>
<td>140</td>
</tr>
<tr>
<td>Diploma</td>
<td>178</td>
<td>123</td>
</tr>
<tr>
<td>Total</td>
<td>399</td>
<td>263</td>
</tr>
</tbody>
</table>

3.4 Sampling Techniques

The researcher used purposive sampling procedure to select respondents because the first target group of respondents (NCE students) benefited from Guidance and Counseling services. And also simple random sampling procedure was used among the second target population (Diploma students), this will give every participant equal chance of participating in this study.

3.5 Data Sources

The researcher collected primary data related to the study objectives.

3.5.1 Data Collection Instrument

The data collection instrument for this study is closed ended standardized questionnaires adapted and modified from Mghweno (2013), National institute for youth education (2017), and Abigail (2016) as the instruments of data collection using likert’s five point scale of strongly disagree, disagree, not sure, agree and strongly agree. The questionnaire contains four sections, the first part of the questionnaire is section A consist of questions about the demographic characteristics of respondents that include gender, age, program, discipline and guidance and counseling service status and the second part, section B contains close ended questions on Guidance and Counseling services, section C contains questions on study habits. Section D contains question on academic performance.
3.5.2 Method of Data Collection

Before the commencement of data collection the researcher has collected an introductory letter from the director of higher degrees and research which introduce the researcher to the field for data collections.

3.6 Validity and Reliability of the Instrument

3.6.1 Validity

Face validity of the instrument was performed by experts from the college of humanities and social sciences.

Content validity index was also used to test the validity of the instrument. Beck and Gable (2011) stated that to examine the content validity, professional subjective judgment is required to determine the extent to which the scale was designed to measure a trait of interest. This is because content validity is a subjective judgment of expert about the degree of relevant construct in an assessment instrument. However, inclusions of at least five experts in that field were used to judge the content domain of a scale through use of rating scales. Yaghmale (2013) provide the following criteria for measuring content validity.

A. Relevance
   1= not relevant
   2= item need more revision
   3= relevant but need minor revision
   4= very relevant

B. Clarity
   1= not clear
   2= item need some revision
   3= clear but need minor revision
   4= very clear

C. Simplicity
   1= not simple
   2= item need some revision
3= simple but need minor revision
4= very simple

D. Ambiguity
1= doubtful
2= item need some revision
3= no doubt but need minor revision
4= meaning is clear

The study used CVI formula to determine the content validity of the instruments. Where CVI=

\[
\text{Content Validity Index} = \text{CVI}
\]

For section A CVI = 5/5 = 1
For section B CVI = 10/12 = 0.83
For section C CVI = 9/10 = 0.9
For section D CVI = 8/10 = 0.8
3.53/4 = 0.88

If the CVI ≥ 0.70 the instrument is declared valid (Amin, 2005). The instruments also was valid because four (4) out of the five (5) judges declared it valid 4/5 = 0.88, and 32 questions were valid out of 37 question 32/37=0.87. The CVI was greater than 0.70. Therefore the instrument was valid.

3.6.1.1 Construct Validity

Construct validity index was done using keiser-Meyer-Olkin (KMO) measure of sampling adequacy and the results was stated in table 3,7.1.2. Cerny & Kaiser (1977) the rule of thumb for interpreting the statistics values between 0.80 and 1 indicate the sampling is adequate, while the values less than 0.60 or 0.50 indicate the sampling is not adequate, and therefore, when the value close to zero implies that there are large partial correlations compared to the sum of correlation and further interpret the ranges of values as shown in the table below
Table 3.6.1.2 Range and interpretation of rule of thumb.

<table>
<thead>
<tr>
<th>Number</th>
<th>Ranges</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.00 - 0.49</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>2</td>
<td>0.50 - 0.59</td>
<td>Miserable</td>
</tr>
<tr>
<td>3</td>
<td>0.60 - 0.69</td>
<td>Mediocre</td>
</tr>
<tr>
<td>4</td>
<td>0.70 - 0.79</td>
<td>Middling</td>
</tr>
<tr>
<td>5</td>
<td>0.80 - 0.89</td>
<td>Meritorious</td>
</tr>
<tr>
<td>6</td>
<td>0.90 - 1.00</td>
<td>Marvelous</td>
</tr>
</tbody>
</table>


Table 3.6.1.3 Keiser-Meyer-Olkin (KMO) test for study construct

<table>
<thead>
<tr>
<th>Guidance and counseling services</th>
<th>KMO Values</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling service</td>
<td>1.00</td>
<td>Marvelous</td>
</tr>
<tr>
<td>Information service</td>
<td>0.75</td>
<td>Middling</td>
</tr>
<tr>
<td>Orientation service</td>
<td>0.75</td>
<td>Middling</td>
</tr>
<tr>
<td>Average</td>
<td>0.83</td>
<td>Meritorious</td>
</tr>
<tr>
<td>STUDY HABITS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEARNING STYLE</td>
<td>0.80</td>
<td>Meritorious</td>
</tr>
<tr>
<td>Average</td>
<td>0.80</td>
<td>Meritorious</td>
</tr>
<tr>
<td>ACADEMIC PERFORMANCE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exams scores/grades</td>
<td>0.90</td>
<td>Marvelous</td>
</tr>
<tr>
<td>AVERAGE</td>
<td>0.90</td>
<td>Marvelous</td>
</tr>
</tbody>
</table>

Source computation (2017).

From the Table above it clearly indicated that measuring construct validity using KMO values were accepted because the acceptable rule shows that the construct was meritorious (good).

3.6.2 Reliability of the Study Instrument

Test–retest method was used to measure the reliability of the instrument, where the instruments were administered to some group of students twice with a two weeks interval, and the results obtained in the first and the second survey respectively were correlated using Pearson Linear Correlation coefficient (PLCC). The results found in the first and the second survey are almost the same implying that there was a consistency, hence reliable.
Internal Consistency method of reliability that deals with one test at a time was used. It is used through the approach of Cronbach’s Alpha Coefficient to determine the reliability of the instrument using SPSS. A commonly accepted rule for describing internal consistency using Cronbach’s Alpha is as follows (Kline, 2000); Table gives the summary

<table>
<thead>
<tr>
<th>Cronbach’s alpha</th>
<th>Internal consistency</th>
</tr>
</thead>
<tbody>
<tr>
<td>α ≥ 0.9</td>
<td>Excellent</td>
</tr>
<tr>
<td>0.9 &gt; α &gt; 0.8</td>
<td>Good</td>
</tr>
<tr>
<td>0.8 &gt; α &gt; 0.7</td>
<td>Acceptable</td>
</tr>
<tr>
<td>0.7 &gt; α ≥ 0.6</td>
<td>Questionable</td>
</tr>
<tr>
<td>0.6 &gt; α ≥ 0.5</td>
<td>Poor</td>
</tr>
<tr>
<td>0.5 &lt; α</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

Table 3.6.2.1 interpretation of Cronbach’s Alpha Results

Source field survey (2017).

The Cronbach’s alpha results of this study shows good internal consistency for Table gives the summary of the findings

<table>
<thead>
<tr>
<th>Cronbach’s Alpha</th>
<th>No of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.841</td>
<td>32</td>
</tr>
</tbody>
</table>

Table 3.6.2.2 Reliability Statistics

3.7 Data Analysis

The researcher used tables (frequencies and percentages) to analyze the profile of respondents...

I. Data analysis for objective one: independent t-test was used to compare the significance difference between students who accessed Guidance and Counseling services and those who did not access in their study habits

II. Data analysis for objective two: independent t-test was used to compare the significance difference between students who accessed Guidance and Counseling services and those who did not access in their academic performance.
III. Data analysis for objective tree: Pearson’s linear correlation Coefficient value was used to examine the relationship between study habits and academic performance among students.

IV. Data analysis for objective four: Pearson’s linear correlation Coefficient value was used to establish the relationship between Guidance and Counseling services and academic performance among students.

3.8 Ethical Consideration

The researcher ensured that the respondent knows the purpose of the study and that the information they give was only used for the course this research not otherwise.

The researcher got permission from the director higher degree and research KIU and the organization where the data was collected. Further the researcher ensured that the final reporting was impartial and independent of his personal opinion, rather it was the opinion of the respondents that were used in the final analysis of this research.

3.9 Limitation of the Study

The study was limited with respondent’s honesty and personal bias in answering the questions, which do not actually reflect the matter. To overcome this limitation the researcher ensures that respondents were briefed on the intention of the study and guided them on how to respond effectively.

The study was also limited with failure to retrieve some questionnaires. To overcome this limitation, the researcher ensures that questionnaires retrieval was guaranteed.

The research assistants may bring inconsistencies in-term of time of administration or wrong explanation to the respondents and assistants were oriented and briefed on the procedures adequately.

The test retest reliability of the instrument was not adequately enough to provide a better explanation on the instruments. The researcher ensure that reliability of the instruments was justified by using Cronbach’s alpha that measure the internal consistency of the items with the intent of finding out how closely related a set of items are as a group.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the analysis of the data gathered and interpretation thereof. It gives the demographic characteristics of the respondents and variables used in each objectives of the study. Data analysis and interpretation was done based on the research objectives.

4.1 Response Rate.

The researcher distributed 263 questionnaires to the respondents but 256 were retrieved, giving a response rate of 97%. Amin (2005) believes that if the response rate is more than 70%, it signifies that the turn up of participants was good hence the data can be used in the final data analysis.

4.2 Demographic Characteristics of Respondents

This section determines the demographic characteristics of respondents; questionnaires were distributed to capture these responses. Frequencies and percentage distribution were employed to summarize data on the demographic characteristics of respondents in terms of gender, age, program, and discipline as well as guidance and counseling services status. The results are presented in tables as follows:

Table 4.2.1: Gender of Respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>144</td>
<td>56.3</td>
</tr>
<tr>
<td>Female</td>
<td>112</td>
<td>43.8</td>
</tr>
<tr>
<td>Total</td>
<td>256</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Field data, (2017)

The findings presented in Table 4.2.1, revealed that majority (144) of the respondents (56.3%) were male while 112 were females (43.8%). The results show that more than half of the respondents were males and it clearly shows that males were the dominant respondents in this study, though the females were also involved in the study. This also implies that more men were
enrolled in the higher institutions than their female counterparts which may be due to the socio-cultural nature of the environment, which favors male than females in education pursuit.

Table 4.2.2: Age of Respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-25</td>
<td>125</td>
<td>48.8</td>
</tr>
<tr>
<td>26-30</td>
<td>76</td>
<td>29.7</td>
</tr>
<tr>
<td>31-35</td>
<td>39</td>
<td>15.2</td>
</tr>
<tr>
<td>36-40</td>
<td>10</td>
<td>3.9</td>
</tr>
<tr>
<td>Others (above 40 yrs)</td>
<td>6</td>
<td>2.3</td>
</tr>
<tr>
<td>Total</td>
<td>256</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Field data, (2017)

The results in Table 4.2.2 show that majority 125(48.8%) of the respondents fall within the age bracket of 20-25 years. This followed by those in the age bracket of 26-30 years with 76(29.7%). The age bracket of 31-35 had 39 respondents representing (15.2%) while age bracket of 36-40 got only 10 respondents with (3.9%). This indicated that majority of students both in NCE and Diploma at Umar Suleiman College of Education Gashua, Yobe State Nigeria are between the ages of 20 - 30.

Table 4.2.3: Program of Study

<table>
<thead>
<tr>
<th>Program</th>
<th>Frequency count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCE</td>
<td>135</td>
<td>52.7</td>
</tr>
<tr>
<td>Diploma</td>
<td>121</td>
<td>47.3</td>
</tr>
<tr>
<td>Total</td>
<td>256</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Field data, (2017)

Table 4.2.3, revealed that majority, (135) of respondents (52.7%), were NCE students and 121 respondents were diploma students represented with (47.3%) This shows that majority of respondents were NCE students. The dominance of the NCE students was because of the nature of school enrolment, and since it is a teacher training program while the diploma program is an affiliation from the University of Maiduguri located in Umar Suleiman College of Education Yobe State Nigeria.
Table 4.2.4 Academic Discipline of Respondents

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Frequency count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>104</td>
<td>40.6</td>
</tr>
<tr>
<td>Sciences</td>
<td>48</td>
<td>18.8</td>
</tr>
<tr>
<td>Languages</td>
<td>44</td>
<td>17.2</td>
</tr>
<tr>
<td>Vocational</td>
<td>60</td>
<td>23.4</td>
</tr>
<tr>
<td>Total</td>
<td>256</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: primary data (2017)

Tables 4.2.4 revealed that majority (104) of the respondents were arts students represented by (40.6%). Other 60 respondents were vocational students represented by (23.4%). Another 48 respondents were sciences students with (18.8%). The last group of 44 respondents was the languages students represented by (17.2%) respectively.

Table 4.2.4: Guidance and Counseling Services Status

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>135</td>
<td>52.7</td>
</tr>
<tr>
<td>No</td>
<td>121</td>
<td>47.3</td>
</tr>
<tr>
<td>Total</td>
<td>256</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Primary Data, (2017)

Table 4.2.4: Shows that 135 respondents answered “Yes” to question (5) in the questionnaire. Represented by (52.7 %) while121 respondents answered “No” which constitutes (47.3%). This imply that majority of the respondent’s accessed guidance and counseling services in the school, this is because NCE students have accessed to the program being it was there in the college and were provided to each and every newly admitted students and to any other interested students. While the diploma students they don’t have the Guidance and Counseling services centre being the diploma program is an affiliation to the University of Maiduguri located in Umar Suleiman College of Education Yobe State Nigeria.
4.3 Presentation of the difference between students who accessed Guidance and Counseling services and those who did not accessed.

The first objectives of this study was to compare whether there is significance difference in study habits between students who accessed Guidance and Counseling services and those who did not access.

Table 4.3.1: Independent t- test showing the difference between students who accessed Guidance and Counseling services and those who did not access in their study habits

<table>
<thead>
<tr>
<th>Study habits</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>T</th>
<th>Df</th>
<th>Sig(2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessed Guidance and Counseling services</td>
<td>135</td>
<td>2.96</td>
<td>1.10523</td>
<td>-800</td>
<td>.251</td>
<td>0.424</td>
</tr>
<tr>
<td>Not access Guidance and Counseling services</td>
<td>121</td>
<td>3.07</td>
<td>1.08604</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source; primary data (2017).

The Table 4.3.1 revealed that mean of those who accessed Guidance and Counseling services =2.96, and the mean of those who did not access = 3.07. The t. value is=-800, likewise sig (2-tailed) =0.424. However, from the above table it can be concluded that since there is a small difference in mean between the two groups and (p>.05) it does not make statistically significant difference between those students who accessed Guidance and Counseling services and those who did not accessed in their study habits. Therefore, the stated null hypothesis which says there is no significance difference between those who have accessed Guidance and Counseling services and those who have not accessed in their study habits is accepted. Furthermore, this result implies that accessing Guidance and Counseling services is not a determinant factor for having good study habits among students.
4.4: Presentation of the difference between students who accessed Guidance and Counseling services and students who did not access in their academic performance.

The second objective of this study was compare whether there is significance difference between students who accessed Guidance and Counseling services and students who did not accessed in their academic performance.

Table 4.4.1: Independent t- test showing the difference between students who have accessed Guidance and Counseling services and those who did not access in their academic performance.

<table>
<thead>
<tr>
<th>Academic performance</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>T</th>
<th>Df</th>
<th>Sig(2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessed Guidance and Counseling services</td>
<td>135</td>
<td>3.31</td>
<td>1.07466</td>
<td>.673</td>
<td>.254</td>
<td>0.501</td>
</tr>
<tr>
<td>Not Access Guidance and Counseling services</td>
<td>121</td>
<td>3.22</td>
<td>1.00942</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: primary data (2017).

The Table 4.4.1 revealed that mean of those who accessed Guidance and Counseling services =3.31, and the mean of those who did not access = 3.22. The results revealed that, the mean of those students who accessed Guidance and Counseling services is slightly higher than that for students who did not accessed the services in their academic performance. And the t. value is=.673, sig (2-tailed) = 0.501. From the results of table 4.4.1 it can be concluded that since there is a small difference in mean between the two groups and the (p>0.05) it does not make statistically significant difference between the students who accessed Guidance and Counseling services and those who did not access in their academic performance. Therefore, the stated null hypothesis which says there is no significance difference between those who have accessed Guidance and Counseling services and those who did not access in their academic performance is accepted. Furthermore, this result implies that accessing Guidance and Counseling services is not a determinant factor for having good academic performance among students.
4.5: Relationship between study habits and academic performance among students

The third objective was to examine whether there is a significant relationship between study habits and academic performance.

Table 4.5.1: Pearson’s linear correlation coefficient showing the relationship between study habits and academic performance among students.

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Study habits</th>
<th>Academic performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study habits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>.988**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>256</td>
<td>256</td>
</tr>
<tr>
<td>Academic performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.988**</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>256</td>
<td>256</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data (2017).

The Pearson correlation coefficient results in Table 4.5.1 revealed that study habits has a significant relationship with academic performance among students of Umar Suleiman College of Education Gashua, Yobe State Nigeria. Since the P value is (.000) was far less than 0.05 (p.000<0.05) which is the maximum level of significance required to declared a significant relationship. Therefore this implies that there is a significant relationship between study habits and academic performance. This means when students have good study habits is likely to increase their academic performance. Furthermore this findings is in lined with theme of expectancy theory of motivation which says "if people believe that strong effort will lead to good performance and good performance will leads to desire reward." Basing on these results the stated null hypothesis which says there is no significant relationship between study habits and academic performance among students was rejected.
4.6: Presentation of the relationship between Guidance and Counseling services and academic performance among students of Umar Suleiman College of Education Gashua, Yobe State, Nigeria.

The fourth objective was to examine whether there is significant relationship between Guidance and Counseling services and academic performance.

Table 4.6.1: Pearson’s linear correlation coefficient showing the relationship between Guidance and Counseling services and academic performance among students.

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Guidance and counseling services</th>
<th>Academic performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance and counseling services</td>
<td>1</td>
<td>.990**</td>
</tr>
<tr>
<td>Correlation</td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>135</td>
<td>135</td>
</tr>
<tr>
<td>Academic performance</td>
<td>Pearson Correlation</td>
<td>.990**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>135</td>
<td>135</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data (2017).

The Pearson’s correlation coefficient results in Table 4.6.1 revealed that Guidance and Counseling services have a significant relationship with academic performance among students of Umar Suleiman College of Education Gashua, Yobe State, Nigeria. Since the P value is (.000) was far less than 0.05 (p000<0.05), which is the maximum level of significance required to declare a significant relationship. Therefore this implies that there is a significant relationship between Guidance and Counseling services and academic performance. This means that when students accessed Guidance and Counseling services their academic performance is likely to improve. So from the above assertion the finding is in congruent with the basic tenet of theory of reinforcement which says “behavior can be control and manage and human being could be
trained or conditioned to perform virtually any act by the extent and nature of the reinforcement (counseling) that follows the behavior. Basing on these results the stated null hypothesis which says there is no significant relationship between Guidance and Counseling services and academic performance among students was rejected.
CHAPTER FIVE
DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion of findings, conclusions, recommendations and suggested areas that need further research following the study objectives and hypothesis.

5.1 Discussions

This study was set to examine the relationship between Guidance and Counseling services status, study habits and academic performance among students of Umar Suleiman College of Education Gashua, Yobe State, Nigeria. The following objectives guided the study (1) To compare whether there is significant difference between students who accessed Guidance and Counseling services and those who did not access in their study habits. (2) To compare whether there is significant difference between students who accessed Guidance and Counseling services and those who did not access in their academic performance. (3) To examine whether there is a significant relationship between study habits and academic performance. (4) To establish whether there is a significant relationship between Guidance and Counseling services and academic performance.

5.1.1 Discussions of objective one, the difference between students who accessed Guidance and Counseling services and those who did not access in their study habits

The objective one of this study was to compare whether there is significant difference between students who accessed Guidance and Counseling services and those who did not access in their study habits. The findings revealed that there is no significant difference between students who accessed Guidance and Counseling services and those students who did not access in their study habits. This means accessing Guidance and Counseling services in school is not always a determinant factor for increasing students study habits. Therefore, the findings of this study is contrary with the experimental study made by Abid (2006) who proved that those students who accessed Guidance and Counseling services differ significantly in their study habits then those students who did not access. The findings of this study also disagrees with Braddock (2001) who states that Lack of Guidance and Counseling services in schools during adolescence can result
into increase in unpleasant outcomes in the society. These include school dropouts, drug abuse, crimes, and even failure to secure jobs. But the findings of this study agrees with the survey conducted in Kenya after over three decades of inception of Guidance and Counseling services reveals that, most of the Guidance teachers have a vague understanding of what really it entails or encompasses; and the students also do not fully utilize the services and do not understand its role (Ndewga, 2013). His study further, reveals that since the introduction of the services, there has not been a change in behavior of students. This is noted also by Ngale (2009) who said that the relationship between accessing Guidance and Counseling and career choice among students can be aggravated by family and peer influence.

The findings of this study also agrees with Ogoti (2012) who reports that the outcomes of Guidance and Counseling services in South Kisii public secondary school, “the impact of Guidance and Counseling on school life and attitude towards studies” was moderately perceived by students in selected schools, and possibly could be attributed to the untrained personnel who offer the services.

5.1.2 Discussions of objective two, the difference between students who accessed Guidance and Counseling services and those who did not access in their academic performance.

The second objective of this study was to compare whether there is significant difference between students who accessed Guidance and Counseling services and those who did not access in their academic performance. The findings of this study revealed that there is no significant difference between the students who accessed Guidance and Counseling services and those who did not access in their academic performance. Therefore, the findings of this study disconfirm and in opposite with the findings of Mghweno et al (2013) whose findings revealed that a significant difference was discovered among students who have accessed Guidance and Counseling services and those who did not access in their school life, career choice and academic achievement. The findings of this study also is contrary with the findings of Khadija (2014) who conducted a studies on “The assessment of study habits and academic performance among students” her study revealed that 75% of those perform better are those who received guidance and counseling service. Therefore, those who did not receive guidance and counseling in comparison perform lower in terms of academic performance and achievements.
The study further disconfirmed Braddock (2001) who states that, Guidance and Counseling in schools improved students with academic achievement, foster positive study attitudes and habits, increase acquisitions and application of conflict resolution skills, and decrease school dropouts. The findings of this study also disagreed with Tuchili (2008) who adds that the task of educational Guidance and Counseling services is to enable a student to adjust himself to his studies by improving his study attitude and removing subject matter difficulties. When guidance and counseling services are missing in schools, students' adaptation becomes difficult thus leading to low performance, misbehavior and dropout.

However, the finding of this research also is contrary with Kagu and pindar (1999) who conducted a study on “The effects of group-study-habits counseling on academic performance and discover that, those students that were not involves in group-study habits counseling their academic performance and achievement is poor. The study further disagrees with Odeke (1996), who says without sound guidance and counseling services, many students loose direction and engage themselves in bad behaviors such as drug abuse and alcohol indulgence, missing classes, dropout and so on; as a result they lack both focus and direction resulting to total failure in life.

5.1.3 Discussions of objective three, the relationship between study habits and academic performance.

The third objective of this study was to examine whether there is a significant relationship between study habits and academic performance. The results found revealed that there is a significant correlation between study habits and academic performance. This means that, having a good study habit is likely to improve student’s academic performance and achievements. In view of this the study agrees with Mujittafa (2008) who expressed that good study habits are the backbone of academic excellence. Similarly, Fajonyomi (2012) observed that study kills or good study habits are effective in improving academic performance in anxiety ridden students. The findings of this study also agree with Khadija (2014) who conducted studies on “The Assessment of study habits and academic performance among students.” Her studies revealed that 75% of those perform better are those who received Guidance and Counseling services. Therefore, those who did not receive Guidance and Counseling services in comparison perform lower in terms of academic performance and achievements.
Furthermore, the findings of this study correspond with findings of many other studies like in the studies of Hanish and Guerra (2004) “Children who get victimized at school” in their findings shows that good study habits has significant impact on student academic performance. Muithya (2006) has the same opinion, studies were conducted in Kenya and it was discovered that study habits is greatly influence academic performance and achievement. Bolus (2008) studied the “factors affecting academic performance in some selected secondary in Lagos, the findings shows that both good and bad study habits affect academic performance positively and negatively.

Likewise Makinde (2004) explain that good study habits improve academic achievement in all respect. Mode (2003) explains that interest and motivation constitute good study habits, and study habits yield good academic performance The finding of this study also corresponds with the notions of Verma (1996) who stressed that good study habits promotes academic performance of the students. The findings of this study also agrees with Azikiwe (1998) who stated that “good study habit are good asset to learners because it assists students to attain mastery in areas of specialization and consequently excellent academic performance, while in opposite bad study habits, constitute constraints to learning and achievement leading to failure.

Study habit plays an important role in the academic achievement of agricultural science students. Good study habits lead to good academic record and bad study habit lead to poor academic record as there is direct relationship between study habits and academic achievement (Verma, 1996; Verma and Kumar 1999, Satapathy and Singhal, 2000; Vyas 2002).

Ramamurti (1993) rightly emphasized that despite possessing good intelligence and personality, the absence of good study habits hampers academic achievement. Hence study habits of students play important role in learning and fundamental to school success. Good study habit skills like note taking, having regular time to study, and organizing for a test, while removing the distraction that comes from television or phone call at home can lead to good academic performance (Tschumper, 2006). Effective study habits help students to achieve good results (Sadia, 2005). A proper study habit enables an individual to reap a good harvest in future.
The study agrees with Loneza Gas-ib Carbonel (2013) in this study learning styles, study habits, and academic performance of college students at kalinga-apayao state college, Philippines found study habits of students in the College Algebra have great impact to their academic performance.

5.1.4 Discussions of objective four, the relationship between Guidance and Counseling services and academic performance.

The fourth objective of this study was to establish whether there is a significant relationship between Guidance and Counseling services and academic performance. The results found in this study revealed that there is a significant correlation between Guidance and Counseling services and academic performance. This means accessing Guidance and Counseling services is likely to improve student’s academic performance and achievements. Therefore, the study agrees with Chireshe, (2006), who says accessed to guidance and counseling helps students to enhance their academic performance. The study also agreed with the study conducted by Abigail and Daniel 2016) Effects of Guidance and Counseling Services on Students’ Interpersonal, Study, Vocational and Problem-Solving Skills in Selected Public Universities in Zambia, whose study revealed that Guidance and Counseling services enhance students’ interpersonal, study, vocational and problem-solving skills in public universities in Zambia. The findings of this study was also in congruent with American counseling association (2015) which says Guidance and counseling, services promotes holistic development of every student. This shows the need for every teacher to become a ‘guidance minded’ teacher in the course of carrying out his/her duties with aim of making impacts in the students’ lives. Collins (2007) indicates that through Guidance and Counseling students are assisted to be disciplined and become able to deal with challenges and realities they face in their academic, social and physical environment.

The findings of this study further agreed with Amukoa (2004) who studied “The effect of counseling and academic performance on the choice of post-secondary institutions. The finding shows that Guidance and Counseling has positive impact on academic performance.

In addition, the findings of this study confirmed Denga (2001) in his findings Guidance and counseling in school setting discovered that information service alert the students about test and examination time table which in turn improve their studies and preparation for other academic activities which yielded an excellent academic achievement.
This study also correspond with Mutie, and Ndambuki, (1999), “Guidance and counseling for schools and college” whose explain that Guidance and counseling services helps to develop effective study habits, motivation, identifying learning or subject related problems, helping students to see the relevance of school years in life and for the future, developing skills, right attitude and interests to help making a choice in career.

The findings of this study still vehemently agrees with Gadzella, Goldston, and Zimmerman (1977) cited in Kagu (1999) and (2004) found that counseling service significantly improves study habits. Similarly the studies of fremonus and feindler in kagu (2004) showed a positive relationship between counseling service, study habits and academic performance.

5.2 Conclusion

The conclusions of this study were done according the objectives of the study.

5.2.1 Objective One

The study was to compare whether there is significance difference between students who accessed Guidance and Counseling services and those who did not access in their study habits. The study found that there is no significant difference between students who accessed Guidance and Counseling services and their counterpart who did not access in their study habits. This means accessing Guidance and counseling services is not a stable indicator of having good study habits among students.

5.2.2 Objective Two

The study was to compare whether there is significance difference between students who accessed Guidance and Counseling services and those students who have not access in their academic performance. The study found that there is no significance difference between students who have accessed Guidance and Counseling services and their counterpart who have not access in their academic performance. This further clarifies that accessing Guidance and counseling services in school is not a determinant of having good or improving academic performance among students.
5.2.3 Objective Three

The study was to examine whether there is a significance relationship between study habits and academic performance among students. The study found that there is a significance relationship between study habits and academic performance. This means those students who possess good study habits is likely to improve their academic performance.

5.2.4 Objective Four

The study was to establish whether there is a significant relationship between Guidance and Counseling services and academic performance. The study found a significant relationship between Guidance and Counseling services and academic performance. This also means those students who accessed Guidance and counseling services is likely to increase their academic performance.

5.3 Recommendations

In line with the study findings, the researcher recommended that:

i. The school authority and governments should ensures that qualified counselors were appointed to undertake the counseling activities in order to guide and counsel students adequately and ensures that the diploma students have access to Guidance and Counseling services in order to fully and maximally improve their potentiality.

ii. Teachers and school guidance counselors as well as school authority should collaboratively assist students with intensive guidance and counseling services to develop zeal in order to improve their academic performance.

iii. It was also recommended that school counselors and authorities should motivate, encourage otherwise enforce reading culture or “prep time” into the curricular and equip the school with reading desk, efficient power supply and facilities that will motivate them to form good study habits in order to achieve good academic performance.

iv. It was finally recommended that governments or authority concern should establish Guidance and counseling services centre in every school in order to help students in their academic endeavor.
5.4 Contribution to Knowledge

The study contribute significantly to the researcher with huge amount of information on the relationship between Guidance and Counseling services status, study habits and academic performance among students of Umar Suleiman College of Education Gashua, Yobe State, Nigeria.

The study also has generated literature that will be used by other writers and further researchers as well as in policy makings. However suggestions for further studies outlined in this study will serve as a gap for further research.

5.5 Suggested Areas for Further Studies

This study was carried out to examine the relationship between Guidance and Counseling services status, study habits and academic performance among students of Umar Suleimn College of Education Gashua Yobe State Nigeria. Based on the results to make recommendation for further research, there is need to conduct a comparative study between male and female students who were likely to benefit more from Guidance and Counseling services in schools. The study should also adopt both quantitative and qualitative approach in order to avoid the weaknesses of one approach.
REFERENCES


Ahmad, M. & khadija, A. (2010). Study Habits and Examination Ethics a paper presented at a four day conference held at Atiku Abubakar College of legal and Islamic studies Nguru yobe state Nigeria.

Ahmad, M. (2010). Guidance and counseling for effective teaching and learning for N. C. E and Undergraduate students, boga print Nigeria.


52


53


Gold Finch, H. & Hughes Y (2013). Academic Achievement among Students, *Journal on academic achievement* 34, 45, 56


Http w.w.w Dictionary *Learning Style Com 10/December/2012 retrieved.*

Http w.w.w Wikipedia. *Learning Styles Com 10/December 2017 Retrieved*


*http://www. Your dictionary.com/study habit (retrieved on 10 December 2013*


Ibrahim, U. B. (2016). *The Relevance of B.F skinner theory of reinforcement in counseling* a paper presentation in course work university of Maiduguri *Journal of Business and Management Tomorrow*


Mujittafa, L. (2008). *Assessment of programming Guidance and counseling at secondary school Level of Education in Kano*


National institute for youth education, (2017). *A sample questionnaire for study habits* in studies conducted in USA, Canada and china.


Tschumper, K. S. (2006). Study Skills Instruction in High School Where O Where the High School Students Study Skills Gone? Published by the University of Wisconsin, La Crosse Onalaska Community, USA.


Dear respondent

I am a student pursuing masters of arts in counseling psychology, Kampala international university, Kampala Uganda, currently conducting a research on “Guidance and Counseling Services status, Study Habits and Academic Performance among Students Umar Suleiman college of education Gashua Yobe State Nigeria” I humbly request for your assistance in filling the questionnaire. All the information provided would be use for this study and treated with strict confidentiality. Please.

To help classify your responses and to make the statistical comparisons, please kindly respond to all sections by ticking a single choice from the option available.

SECTION A: RESPONDENTS CHARACTERISTICS.

(1). Please indicate your gender

   (i) Male □ (ii) Female □

(2). Please indicate your age

   20-25 □ 25-30 □ 30-35 □ 35-40 □ other □

(3).Program

   NCE □

   DIPLOMA □

(4). Discipline   Arts. □ Sciences □ Language □ Vocational. □

5) Have you access guidance and counseling services in the school

   Yes □ No □
If you answered yes to question (5) proceed to answer questions in section B, C, and D. But if you answered No to question (5) proceed to answer only section C and D

**SECTION B: GUIDANCE AND COUNSELING SERVICES**

The key explains the available choice as 1=SD strongly disagree; 2=D; disagree; 3=NS; not sure 4=A, agree; 5=SA strongly agree. Please indicate the extent at which you agree with the following statements:

<table>
<thead>
<tr>
<th>Guidance and counseling services</th>
<th>SD</th>
<th>D</th>
<th>NS</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Encouraged me to study hard.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Developed in me positive attitude toward learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Helped me to approach exam without fear.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Increased my concentration in studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Improved my class attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Helped me to know and used library facilities and materials in studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Helped me to know school rule and regulations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Exposed me to various school premises and facilities that assist learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Helped me in choosing my course of study (career)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Assisted me to prepared well before test or exams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Helped me to formulate a group discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Kept me in touch with friends and helped me to know my areas of strength and weaknesses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SECTION C: STUDY HABITS

<table>
<thead>
<tr>
<th>STUDY HABITS</th>
<th>SD</th>
<th>D</th>
<th>NS</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I study diligently every day.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 I study at the last minute before tests.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 I read past question papers to help me answer many questions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 I read many different reference books.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 I study by following the teacher's instructions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 I try to use different methods from what I learned at school to solve problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 I try to memorize as much as possible.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 I try to think on my own to acquire more knowledge.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 I organize what I’ve learned.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 I try to apply what I’ve learned.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SECTION D: ACADEMIC PERFORMANCE

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>NS</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I scored more marks in my course works (assignment)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I get good grade in my paper presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I obtained good marks in my test</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I scored high grade in practical’s</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I get additional marks for class attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>All my continue assessment (C.A) is average</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I obtained good grades in my exams</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>My previous semester results is below average</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>My general academic achievements is average</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>My overall results is very good  (above average)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**END**

**THANK YOU**
Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR AMADU MUKTAR ADAMU KYAUTA
REG. NO. 1163-06136-08557

The above mentioned candidate is a student of Kampala International University pursuing a Master’s Degree in Counseling Psychology.

He is currently conducting a research for his dissertation titled, “Guidance and Counseling Service Status, Study and Academic Performance among Students of Umar Salehman College of Education Gusau Yobe State Nigeria”.

Your organization has been identified as a valuable source of information pertaining to the research subject of interest. The purpose of this letter therefore is to request you to kindly cooperate and avail the researcher with the pertinent information he may need. It is our ardent belief that the findings from this research will benefit KIU and your organization.

Any information shared with the researcher will be used for academic purposes only and shall be kept with utmost confidentiality.

I appreciate any assistance rendered to the researcher.

Yours Sincerely,

Dr. Claire M. Mugasa
Director

C.c. DVC, Academic Affairs
Principal CHISS

"Exploring the Heads"
APPENDIX III

UMAR SULEIMAN COLLEGE OF EDUCATION, GASHU'A
GASHU'A, YOBE STATE
OFFICE OF THE PROVOST

PROVOST: Mal. Muhammad Gishiwa M.Ed, B.A.Ed
REGISTRAR: Mal. Baba Idi Potiskum (B.Ed (Hons))

P.M.B. 02
E-mail: coegagsh@gmail.com
08138584871,
08034470178.

USCOEGA/R/GEN/VOL 1/361
Our Ref: -------------------------- Your Ref: -------------------------- Date: 19th/DEC/2017

Director,
Post Graduate School
Kampala International University
Kampala, Uganda.

ACCEPTANCE LETTER IN RESPECT OF AMADU MUKTAR ADAMU KYAUTA WITH REG. No. MCP/1163-06136-08557.

This is to inform you that the above named student has been accepted by this institution to collect data for his research project/thesis on Guidance and Counselling program. In view of this, the College has given him all the information and assistance that he has requested.

The College is also ready to provide further information on the above subject matter if the need arises.

Accept the assurance of my warmest regards, please.

Thank you,

Sidi Ali Galadima
Deputy Provost

All correspondence be addressed to the provost please
APPENDIX V

## Frequencies

<table>
<thead>
<tr>
<th>Output Created</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data</td>
<td>17-JAN-2018 23:01:17</td>
</tr>
</tbody>
</table>

### Notes

User-defined missing values are treated as missing.

Statistics are based on all cases with valid data.

**FREQUENCIES**

**VARIABLES=GENDER AGE PROGRAM DISCIPLINE GUIDANCEANDCOUNSELLINGSERVICES STATUS**

**ORDER=ANALYSIS.**

| [DataSet1] D:\FROM DESKTOP 8 JAN 2017\AMADUJU NEW ONE\AMADUJU SPSS UPDATED.sav |

### Statistics

<table>
<thead>
<tr>
<th>N</th>
<th>Valid</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENDER</td>
<td>AGE BRACKET</td>
<td>PROGRAM</td>
</tr>
<tr>
<td>Valid</td>
<td>256</td>
<td>256</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### GENDER

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Male</td>
<td>144</td>
<td>56.3</td>
<td>56.3</td>
</tr>
<tr>
<td>Female</td>
<td>112</td>
<td>43.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>256</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
### AGE BRACKET

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>125</td>
<td>48.8</td>
<td>48.8</td>
<td>48.8</td>
</tr>
<tr>
<td>20-25</td>
<td>76</td>
<td>29.7</td>
<td>29.7</td>
<td>78.5</td>
</tr>
<tr>
<td>25-30</td>
<td>39</td>
<td>15.2</td>
<td>15.2</td>
<td>93.8</td>
</tr>
<tr>
<td>30-35</td>
<td>11</td>
<td>4.3</td>
<td>4.3</td>
<td>98.0</td>
</tr>
<tr>
<td>35-40</td>
<td>5</td>
<td>2.0</td>
<td>2.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>256</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

### PROGRAM

<table>
<thead>
<tr>
<th>Program</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>135</td>
<td>52.7</td>
<td>52.7</td>
<td>52.7</td>
</tr>
<tr>
<td>NCE</td>
<td>121</td>
<td>47.3</td>
<td>47.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Diploma</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>256</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

### DISCIPLINE

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>104</td>
<td>40.6</td>
<td>40.6</td>
<td>40.6</td>
</tr>
<tr>
<td>Science</td>
<td>48</td>
<td>18.8</td>
<td>18.8</td>
<td>59.4</td>
</tr>
<tr>
<td>Languages</td>
<td>44</td>
<td>17.2</td>
<td>17.2</td>
<td>76.6</td>
</tr>
<tr>
<td>Vocational</td>
<td>60</td>
<td>23.4</td>
<td>23.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>256</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

### Have you accessed guidance and counseling services in the school

<table>
<thead>
<tr>
<th>Answer</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Yes</td>
<td>135</td>
<td>52.7</td>
<td>52.7</td>
<td>52.7</td>
</tr>
<tr>
<td>No</td>
<td>121</td>
<td>47.3</td>
<td>47.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>256</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
### Group Statistics

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDYHABITS Accessed guidance and counseling services</td>
<td>135</td>
<td>2.9596</td>
<td>1.10523</td>
<td>0.89512</td>
<td>2.9596</td>
</tr>
<tr>
<td>Not Accessed guidance and counseling services</td>
<td>121</td>
<td>3.0793</td>
<td>1.08034</td>
<td>0.8873</td>
<td>3.0793</td>
</tr>
</tbody>
</table>

### Independent Samples Test

<table>
<thead>
<tr>
<th>STUDYHABITS</th>
<th>Levene's Test for Equality of Variances</th>
<th>Test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal variances assumed</td>
<td>F</td>
<td>Sig</td>
<td>df</td>
</tr>
<tr>
<td>STUDYHABITS</td>
<td>7.99</td>
<td>0.001</td>
<td>254</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>F</td>
<td>Sig</td>
<td>df</td>
</tr>
<tr>
<td>STUDYHABITS</td>
<td>251.847</td>
<td>0.000</td>
<td>254</td>
</tr>
</tbody>
</table>
### Group Statistics

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC PERFORMANCE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accessed guidance and counseling services</td>
<td>235</td>
<td>3.3133</td>
<td>1.07468</td>
<td>0.0249</td>
</tr>
<tr>
<td>Not Accessed guidance and counseling services</td>
<td>21</td>
<td>3.2256</td>
<td>1.00942</td>
<td>0.0177</td>
</tr>
</tbody>
</table>

### Independent Samples Test

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
<th>95% Confidence Interval Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>df</td>
<td>Sig.</td>
<td>T</td>
</tr>
<tr>
<td>ACADEMIC PERFORMANCE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equivail variances assumed</td>
<td>229</td>
<td>0.394</td>
<td>571</td>
</tr>
<tr>
<td>Equivail variances not assumed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

71
Correlations

<table>
<thead>
<tr>
<th></th>
<th>Study habits</th>
<th>Academic performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pearson Correlation</strong></td>
<td>1</td>
<td>-0.988**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>0.000</td>
</tr>
<tr>
<td>N</td>
<td>256</td>
<td>256</td>
</tr>
<tr>
<td><strong>Pearson Correlation</strong></td>
<td>-0.988**</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>256</td>
<td>256</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).
Correlations

<table>
<thead>
<tr>
<th>Study habits</th>
<th>Guidance and counseling service</th>
<th>Academic performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>-.990**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>135</td>
<td>135</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic performance</th>
<th>Pearson Correlation</th>
<th>-.990**</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>N</td>
<td>135</td>
<td>135</td>
<td>--</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).