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## **INFLUENCE OF COUNSELLING SERVICE ON SECONDARY SCHOOL STUDENTS' STUDY HABITS IN OREDO LOCAL GOVERNMENT AREA OF EDO STATE**

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### **ABSTRACT**

This study sought to investigate the influence of counselling service on secondary school students' study habits in Oredo Local Government Area of Edo State. To guide the study, four research questions were raised and their corresponding hypotheses formulated. The research questions were answered while the hypotheses were tested at 0.05 alpha level of significance. The design for this study was a correlational survey and the population comprised all senior secondary school II students in the five (05) public secondary schools with professional counsellors and functional counselling centers in Oredo Local Government Area of Edo State. The sample of the study comprised of eighty (80) SS II students, constituting about 10% of the entire population. The instrument used for data collection was a questionnaire titled "Counselling Services and Students Study Habit Questionnaire" (CSSHQ). The instrument was validated by three experts and was tested for reliability using the test-re-test method and obtained an r-value of 0.89. The findings of the study showed that:

there is no significant influence of group counselling on secondary school students' study habits; there is a significant influence of individual counselling on secondary school students' study habits; there is no significant influence of counselling information service on secondary school students' study habits and there is a significant influence of counselling orientation service on secondary school students' study habits in Oredo Local Government Area of Edo State. The study concluded that individual counselling and counselling orientation service have significant influence on study habits of secondary school students in Oredo Local Government Area of Edo State. Based on the findings of this study therefore, it is recommended that school counsellors should intensify more on individual counselling and counselling orientation services to improve on the study habits of secondary school students in Oredo Local Government Area of Edo State.

KEYWORDS: Study habit, , Individual counselling, Group counselling, Information service and Orientation service

## **Background to the Study**

The persistent poor performance of students has been a source of concern to all stakeholders as reported by Agboola (2016) which shows that the goals of education have not been achieved. Education is undoubtedly the greatest instrument in which man has devised for his own progress. All societies therefore have one form of education or another but the use in which it is put varies. It is often considered being the only way of getting to the top in Nigeria and so, failure brings untold hardship and frustration to the individual. Over the years, the investigations of the factors that influence academic performance of students have attracted the interest and concern of teachers, counsellors, psychologists, researchers and school administrators. This is because of the public outcries concerning the low standard of education in the country (Ayodele and Adebisi, 2013), and one of these factors could be students' study habit.

The term study habit can be seen as the students' way of study whether systematic, efficient or inefficient. Going by this definition, it literally means that good study habit produces positive academic performance while inefficient study habit leads to academic failure. Most students develop insufficient study habit because they don't read regularly. What one finds in recent times amongst young ones is the difficulty to develop reading habit. Reading is seen as stressful exercise to them, subsequently, not being able to perform such exercise as reading could eventually have its adverse effect on examination performance hence the students who perform lower than expected in

their academic subjects are taken to be underachievers. The main reason underachievement reported by students is lack of adequate study habit. It has been observed that most adolescence students tend to develop study habits towards their social activities. Consequently appear frustrated, troubled uncertain, and maladjusted academically. They tend to be worried about how to cope with the activities of learning as they progress in their academics. The prevailing trend presently amongst students is a quick response approach attitude to reading for the purpose of passing examination. The idea of reading after school class work is hardly developed or is quite minimal. Most students wait for examination time table and with little of time ahead, hurriedly reading by way of cramming becomes the best alternative. Thus the whole idea of reading to understand is defeated.

Learning is central to knowledge creation and retention in all works of life. Nwachukwu (2011) observed that a greater majority of secondary school students have their study habit developed and improved through various counselling strategies. Guidance and counselling is an educational programme which has a range of activities, programmes and services aimed at helping the students to understand themselves and the world around. Counselling services are encompassed by activities of relevant services and also processes of helping persons within and processes of helping persons within and outside the school, to achieve their full potentialities in academic, vocational, emotional, moral and social development (Meyers, 2011).

According to Stone (2002), counselling services are those services given by a trained counselor or therapist to students in order to help them to address their various challenges which could be educational, vocational and personal or social in nature. These services include information service, orientation service, guidance service, educational services etc. The essence of these services is to help students to realize their abilities and learn how best to successfully apply their assets as well as lessen their weakness in order to live a full productive life.

Counselling is a process which can take place either in a one-on-one relationship between an individual faced by problems or in group. Group counselling involves an interaction with a counsellor by a number of two and above person which are otherwise known as counsellee for the purpose of addressing their problems. Orientation service

is also one service of the counsellors. It involves a process, in which a client understandings, ambitions, goals are reconstructed for better life fulfillment by a counsellor, through awareness. This may likely influence adolescent study given the fact that knowledge gained from the orientation programme help to redirect one approach to academic (Oladeni & Kelvin (2019). Another service of a counsellor is called information service. It is a service that may be a pivotal for increasing of student study habit in that, counsellor will functionally obtain, accumulate, store, display and utilize and disseminate information about the student.

Guidance and counselling is therefore apt to address students dominated problems among which study habit finds itself. Against this backdrop therefore, this study seeks to examine the influence of counselling service on study habits among secondary school students in Oredo Local Government Area of Edo State.

### **Statement of the Problem**

The grade which a student obtains in his or her academic studies is largely depending on the kind of study habits he or she cultivates and uses. It is believable that a student who cultivates good study habits is likely to perform better in his academics when compared with the one who has poor study habits. Thus, one can safely say that study habit is a key factor in determining degrees of students' academic success at all levels of education. It is the view of every education stakeholder and student alike to expect better results in academics but this yearning tends not to materialize. Thus, frustration sets in. This frustration tends to stem from poor study habits and lack of counselling services. As a way out, students resort to some unwholesome means of helping themselves. These include involvement in examination malpractice, copying into the examination rooms, sneaking in with textbooks against examination morns, exchanging answers worked on question papers and hunting around for pilot question before the commencement of the examination.

It is believable that human beings have some problems which they cannot solve and as such need counselling. The problems may be psychological, emotional, educational, vocational and personal. Social services rendered by guidance counselor are designed to make clients become fulfilled in life as they achieve their maximum potential because it is assumed that an individual who understand himself, his environment, personality,

interests, general ability can be more effective and productive to himself and the society.

Considering the fact that one of the meaningful ways education could be measured is by students' academic performance and it has been observed that students are achieving lower than expectation in their academic performance especially in the secondary level of education due to poor study habit and if counselling service such as group counselling, orientation service, individual counselling and information service is keen to address students study habit at the school, then there is a need to investigate the influence of counselling service on study habits among secondary school students in Oredo Local Government Area of Edo State.

To guide this study, four research questions were raised and their corresponding hypotheses formulated. The research questions were answered while the hypotheses were tested at 0.05 alpha level of significance.

### **Research Questions**

1. What is the influence of group counselling on study habits of secondary school students in Oredo Local Government Area of Edo State?
2. What is the influence of individual counselling on study habits of secondary school students in Oredo Local Government Area of Edo State?
3. What is the influence of counselling information service on study habits of secondary school students in Oredo Local Government Area of Edo State?
4. What is the influence of orientation counselling service on study habits of secondary school students in Oredo Local Government Area of Edo State?

### **Hypotheses**

1. There is no significant influence of group counselling on study habits of secondary school students in Oredo Local Government Area of Edo State
2. There is no significant influence of individual counselling on study habits of secondary school students in Oredo Local Government Area of Edo State
3. There is no significant influence of counselling information service on study habits of secondary school students in Oredo Local Government Area of Edo State

4. There is no significant influence of counselling orientation service on study habits of secondary school students in Oredo Local Government Area of Edo State

## **Methodology**

The design for this study was a correlational survey and the population comprised all senior secondary school II students in the five (05) public secondary schools with professional counsellors and functional counselling centers in Oredo Local Government Area of Edo State. Presently, there are about seven hundred and eighty-eight (788) SS II students in the five schools with counsellors in the Local Government Area. The sample of the study comprised of eighty (80) SS II students, constituting about 10% of the entire population. The students selected using the simple random sampling technique through balloting. This was done to give every student an equal chance of being selected. The instrument used for data collection was a questionnaire titled "Counselling Services and Students Study Habit Questionnaire" (CSSSHQ). The instrument is divided into three sections: Section A comprised of respondents' demography; section B consists of 5 items on each of the counselling services of group, individual, information and orientation services while section C comprised 10 items on study habits. Section B items were on a 4-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) while items on section C were on Mostly Like me (MLM), Like me (LM), Partially like me (PLM) and Unlike me (UM) respectively. The instrument was constructed by the researcher and validated by three experts, one in the field of Measurement and Evaluation in the University of Benin and the other two are counselling psychologists in Benson Idahosa University, Benin City, Edo State. In establishing the reliability of the instrument, a test-re-test method was used. In doing this, 30 copies of the instrument were administered to 30 SS II students who were not part of the sample and after three (3) weeks, the same instrument was re-administered to the same set of people. The first and second data collected were analyzed using the Pearson Product Moment Correlation Statistical reliability procedure and the instrument obtained an r-value of 0.89 which showed that the instrument was dependable.

The researcher employed the services of two trained research assistants to administer the questionnaire to the respondents. In analyzing the data collected, all research questions were answered using the descriptive statistics of mean, standard deviation and percentage count while all the hypotheses were tested using the Pearson Product Moment Correlation Statistics at 0.05 alpha level of significance.

### Data Analysis and Results

Research Question 1: What is the influence of group counselling on study habits of secondary school students in Oredo Local Government Area of Edo State?

**Table 1: showing the descriptive statistics of influence of group counselling on study habits of secondary school students in Oredo Local Government Area of Edo State**

Variable	$\bar{x}$	SD	r	r <sup>2</sup>	%
Group Counselling Score	51.02	9.42	0.18	0.03	03%
Study Habit Score	56.25	6.05			

r<sup>2</sup> = coefficient of determination

Results presented in Table 1 showed the influence of group counselling on study habits of secondary school students in Oredo Local Government Area of Edo State. It was observed from the data in Table 1 that the mean score of group counselling was 51.02 with a standard deviation of 9.42 while students' study habit had a mean score of 56.25 with a standard deviation of 6.05. The Table also showed that there was a low positive relationship (0.18) between the mean scores of the group counselling and students' study habits in Oredo Local Government Area of Edo State. The coefficient of determination (r<sup>2</sup>) associated with the correlation coefficient of 0.18 was 0.03. This implied that group counselling has 03% positive influence on students' study habits in Oredo Local Government Area of Edo State. This is an indication that other factors influencing students' study habits in Oredo Local Government Area of Edo State not studied accounted for 97%. To test if this influence is significant, the Pearson Product Moment Correlation Statistics was used as shown in table 2 below.

**Hypothesis 1:** There is no significant influence of group counselling on study habits of secondary school students in Oredo Local Government Area of Edo State

The summary of the test of hypothesis one is presented in Table 2.

**Table 2: Pearson Product Moment Correlation of the influence of group counselling on study habits of secondary school students in Oredo Local Government Area of Edo State**

n = 80						
Variable	$\bar{x}$	SD	r	r <sup>2</sup>	P-value	Decision
Group Counselling Score	51.02	9.42	0.18	0.03	0.10	Accept Ho
Study Habit Score	56.25	6.05				

r<sup>2</sup> = coefficient of determination

Results presented in Table 1 showed the influence of group counselling on study habits of secondary school students in Oredo Local Government Area of Edo State. It was observed from the data in Table 1 that the mean score of group counselling was 51.02 with a standard deviation of 9.42 while students' study habit had a mean score of 56.25 with a standard deviation of 6.05. The Table also showed that there was a low positive relationship (0.18) between the mean scores of the group counselling and students' study habits in Oredo Local Government Area of Edo State. The coefficient of determination (r<sup>2</sup>) associated with the correlation coefficient of 0.18 was 0.03. This implied that group counselling has 03% positive influence on students' study habits in Oredo Local Government Area of Edo State. This is an indication that other factors influencing students' academic performance in English Language in Oredo Local Government Area of Edo State not studied accounted for 97% and the relationship is not statistically significant at 0.10 since this significant value is higher than 0.05 the alpha level of significance. Therefore, the hypothesis which states that there is no significant influence of group counselling on study habits of secondary school students in Oredo Local Government Area of Edo State is accepted. It can therefore be concluded that there is no significant influence of group counselling on secondary school students' study habits in Oredo Local Government Area of Edo State.



**Research Question 2:** What is the influence of individual counselling on study habits of secondary school students in Oredo Local Government Area of Edo State?

**Table 3: showing the descriptive statistics of influence of individual counselling on study habits of secondary school students in Oredo Local Government Area of Edo State**

Variable	$\bar{x}$	SD	r	$r^2$	%
Individual Counselling Score	47.50	9.56	-0.25	0.06	06%
Study Habit Score	56.25	6.05			

n = 80

$r^2$  = coefficient of determination

Results presented in Table 3 showed the influence of individual counselling on study habits of secondary school students in Oredo Local Government Area of Edo State. It was observed from the data in Table 3 that the mean score of individual counselling was 47.50 with a standard deviation of 9.56 while students' study habit had a mean score of 56.25 with a standard deviation of 6.05. The Table also showed that there was a low negative relationship (-0.25) between the mean scores of the individual counselling and students' study habits in Oredo Local Government Area of Edo State. The coefficient of determination ( $r^2$ ) associated with the correlation coefficient of -0.25 was 0.06. This implied that individual counselling has 06% negative influence on students' study habits in Oredo Local Government Area of Edo State. This is an indication that other factors influencing students' study habits in Oredo Local Government Area of Edo State not studied accounted for 94%. To test if this influence is significant, the Pearson Product Moment Correlation Statistics was used as shown in table 4 below.

**Hypothesis 2:** There is no significant influence of individual counselling on study habits of secondary school students in Oredo Local Government Area of Edo State

The summary of the test of hypothesis two is presented in Table 4.

**Table 4: Pearson Product Moment Correlation of the influence of individual counselling on study habits of secondary school students in Oredo Local Government Area of Edo State**

n = 80						
Variable	$\bar{x}$	SD	r	r <sup>2</sup>	P-value	Decision
Individual Counselling Score	47.50	9.56	-0.25	0.06	0.02	Reject Ho
Study Habit Score	56.25	6.05				

r<sup>2</sup> = coefficient of determination

Results presented in Table 4 showed the influence of individual counselling on study habits of secondary school students in Oredo Local Government Area of Edo State. It was observed from the data in Table 4 that the mean score of individual counselling was 47.50 with a standard deviation of 9.56 while students' study habit had a mean score of 56.25 with a standard deviation of 6.05. The Table also showed that there was a low negative relationship (-0.25) between the mean scores of the individual counselling and students' study habits in Oredo Local Government Area of Edo State. The coefficient of determination (r<sup>2</sup>) associated with the correlation coefficient of -0.25 was 0.06. This implied that individual counselling has 06% negative influence on students' study habits in Oredo Local Government Area of Edo State. This is an indication that other factors influencing students' study habits in Oredo Local Government Area of Edo State not studied accounted for 94% and the relationship is statistically significant at 0.02 since this significant value is less than 0.05 the alpha level of significance. Therefore, the hypothesis which states that there is no significant influence of individual counselling on study habits of secondary school students in Oredo Local Government Area of Edo State is rejected. It can therefore be concluded that there is a significant influence of individual counselling on secondary school students' study habits in Oredo Local Government Area of Edo State.

**Research Question 3:** What is the influence of counselling information service on study habits of secondary school students in Oredo Local Government Area of Edo State?

**Table 5: showing the descriptive statistics of influence of counselling information service on study habits of secondary school students in Oredo Local Government Area of Edo State**

	n = 80				
<b>Variable</b>	$\bar{x}$	<b>SD</b>	<b>r</b>	<b>r<sup>2</sup></b>	<b>%</b>
Counselling Information Service Score	51.87	8.83	0.10	0.01	1%
Study Habit Score	56.25	6.05			

$r^2$  = coefficient of determination

Results presented in Table 5 showed the influence of counselling information service on study habits of secondary school students in Oredo Local Government Area of Edo State. It was observed from the data in Table 5 that the mean score of counselling information service was 51.87 with a standard deviation of 8.83 while students' study habit had a mean score of 56.25 with a standard deviation of 6.05. The Table also showed that there was a low positive relationship (0.10) between the mean scores of the counselling information service and students' study habits in Oredo Local Government Area of Edo State. The coefficient of determination ( $r^2$ ) associated with the correlation coefficient of 0.10 was 0.01. This implied that counselling information service has 1% positive influence on students' study habits in Oredo Local Government Area of Edo State. This is an indication that other factors influencing students' study habits in Oredo Local Government Area of Edo State not studied accounted for 99%. To test if this influence is significant, the Pearson Product Moment Correlation Statistics was used as shown in table 6 below.

**Hypothesis 3:** There is no significant influence of counselling information service on study habits of secondary school students in Oredo Local Government Area of Edo State

The summary of the test of hypothesis three is presented in Table 6.

**Table 6: Pearson Product Moment Correlation of the influence of counselling information service on study habits of secondary school students in Oredo Local Government Area of Edo State**

n = 80						
Variable	$\bar{x}$	SD	r	r <sup>2</sup>	P-value	Decision
Counselling information Service Score	51.87	8.83	0.10	0.01	0.34	Accept Ho
Study Habit Score	56.25	6.05				

r<sup>2</sup> = coefficient of determination

Results presented in Table 5 showed the influence of counselling information service on study habits of secondary school students in Oredo Local Government Area of Edo State. It was observed from the data in Table 5 that the mean score of counselling information service was 51.87 with a standard deviation of 8.83 while students' study habit had a mean score of 56.25 with a standard deviation of 6.05. The Table also showed that there was a low positive relationship (0.10) between the mean scores of the counselling information service and students' study habits in Oredo Local Government Area of Edo State. The coefficient of determination (r<sup>2</sup>) associated with the correlation coefficient of 0.10 was 0.01. This implied that counselling information service has 1% positive influence on students' study habits in Oredo Local Government Area of Edo State. This is an indication that other factors influencing students' study habits in Oredo Local Government Area of Edo State not studied accounted for 99% and the relationship is not statistically significant at 0.34 since this significant value is higher than 0.05 the alpha level of significance. Therefore, the hypothesis which states that there is no significant influence of counselling information service on study habits of secondary school students in Oredo Local Government Area of Edo State is accepted. It can therefore be concluded that there is no significant influence of counselling information service on secondary school students' study habits in Oredo Local Government Area of Edo State.

**Research Question 4:** What is the influence of counselling orientation service on study habits of secondary school students in Oredo Local Government Area of Edo State?

**Table 7: showing the descriptive statistics of influence of counselling orientation service on study habits of secondary school students in Oredo Local Government Area of Edo State**

Variable	$\bar{x}$	SD	r	$r^2$	%
Counselling Orientation Service Score	48.02	10.76	0.32	0.10	10%
Study Habit Score	56.25	6.05			

n = 80

$r^2$  = coefficient of determination

Results presented in Table 7 showed the influence of counselling orientation service on study habits of secondary school students in Oredo Local Government Area of Edo State. It was observed from the data in Table 7 that the mean score of counselling orientation service was 48.02 with a standard deviation of 10.76 while students' study habit had a mean score of 56.25 with a standard deviation of 6.05. The Table also showed that there was a low positive relationship (0.32) between the mean scores of the counselling orientation service and students' study habits in Oredo Local Government Area of Edo State. The coefficient of determination ( $r^2$ ) associated with the correlation coefficient of 0.32 was 0.10. This implied that counselling orientation service has 10% positive influence on students' study habits in Oredo Local Government Area of Edo State. This is an indication that other factors influencing students' study habits in Oredo Local Government Area of Edo State not studied accounted for 90%. To test if this influence is significant, the Pearson Product Moment Correlation Statistics was used as shown in table 8 below.

**Hypothesis 4:** There is no significant influence of counselling orientation service on study habits of secondary school students in Oredo Local Government Area of Edo State

The summary of the test of hypothesis four is presented in Table 8.

**Table 8: Pearson Product Moment Correlation of the influence of counselling orientation service on study habits of secondary school students in Oredo Local Government Area of Edo State**

n = 80						
<b>Variable</b>	$\bar{x}$	<b>SD</b>	<b>r</b>	<b>r<sup>2</sup></b>	<b>P-value</b>	<b>Decision</b>
Counselling Orientation Service Score	48.02	10.76	0.32	0.10	0.00	Reject Ho
Study Habit Score	56.25	6.05				

r<sup>2</sup> = coefficient of determination

Results presented in Table 8 showed the influence of counselling orientation service on study habits of secondary school students in Oredo Local Government Area of Edo State. It was observed from the data in Table 8 that the mean score of counselling orientation service was 48.02 with a standard deviation of 10.76 while students' study habit had a mean score of 56.25 with a standard deviation of 6.05. The Table also showed that there was a low positive relationship (0.32) between the mean scores of the counselling orientation service and students' study habits in Oredo Local Government Area of Edo State. The coefficient of determination (r<sup>2</sup>) associated with the correlation coefficient of 0.32 was 0.10. This implied that counselling orientation service has 10% positive influence on students' study habits in Oredo Local Government Area of Edo State. This is an indication that other factors influencing students' study habits in Oredo Local Government Area of Edo State not studied accounted for 90% and the relationship is statistically significant at 0.00 since this significant value is less than 0.05 the alpha level of significance. Therefore, the hypothesis which states that there is no significant influence of counselling orientation service on study habits of secondary school students in Oredo Local Government Area of Edo State is rejected. It can therefore be concluded that there is a significant influence of counselling orientation service on secondary school students' study habits in Oredo Local Government Area of Edo State.

### Summary of Findings

This study sought to investigate the influence of counselling service on secondary school students' study habit. The findings of the study showed that:

1. there is no significant influence of group counselling on secondary school students' study habits in Oredo Local Government Area of Edo State.
2. there is a significant influence of individual counselling on secondary school students' study habits in Oredo Local Government Area of Edo State.
3. there is no significant influence of counselling information service on secondary school students' study habits in Oredo Local Government Area of Edo State.
4. there is a significant influence of counselling orientation service on secondary school students' study habits in Oredo Local Government Area of Edo State.

### **Conclusion**

It can be concluded in this study therefore that individual counselling and counselling orientation service have significant influence on study habits of secondary school students in Oredo Local Government Area of Edo State.

### **Recommendation**

Based on the findings of this study therefore, it is recommended that school counsellors should intensify more on individual counselling and counselling orientation services to improve on the study habits of secondary school students in Oredo Local Government Area of Edo State.

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