EFFECTS OF AN EDUCATIONAL COUNSELLING PROGRAMME ON THE STUDY BEHAVIOURS OF NATIONAL TEACHERS' INSTITUTE NIGERIA CERTIFICATE IN EDUCATION (NCE) DISTANCE LEARNERS IN KADUNA METROPOLIS

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CERTIFICATION

This is to certify that this thesis has been examined and approved for the award of the degree of **DOCTOR OF PHILOSOPHY** in **GUIDANCE AND COUNSELLING.**

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DECLARATION

I hereby declare that this work, "Effects of an Educational Counselling Programme on the Study Behaviours of National Teachers' Institute Nigeria Certificate in Education (NCE) Distance Learners in Kaduna Metropolis", is the product of my own research efforts; undertaken under the supervision of Professor. N.B. Longbap and has not been presented elsewhere for the award of a degree or certificate. All sources have been duly distinguished and appropriately acknowledged.

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LIST OF ACRONYMS

ACRONYMS	MEANINGS
ADV.DIP.	Advanced Diploma in Education
ANCOVA	Analysis of Covariance
BGCSE	Botswana General Certificate of Secondary Education
BOCODOL	Botswana College of Distance and Open Learning
CA	Class Assignment
COL	Commonwealth of Learning
CON	Concentration
CPD	Continuous Professional Development
DLS	Distance Learning System
ECT	Examination and Class Test
ERAS	Examinations, Research and Academic Services
ESHS	Effective Study Habit Schedule
FOSS	Field Operations' and Students' Services
ICT	Information Communication Technology
IGNOU	Indira Ghandi National Open University
LNT	Listening and Note-Taking
NCCE	National Commission for Colleges of Education
NCE	Nigeria Certificate in Education
NTI	National Teachers' Institute
PGDE	Post Graduate Diploma in Education
PTTP	Pivotal Teacher Training Programme
RNM	Reading and Note-Making
SBI	Study Behaviour Inventory

SPO	Study Procedure Organization
STD	Study Time Distribution
STRIDE	Staff Training and Research Institute of Distance Education
TA	Test Anxiety
TCR	Teacher Consultation and Relationship
UNESCO	Unites Nations Educational Scientific and Cultural Organization

ABSTRACT

This study investigated the effects of an educational counselling programme on the study behaviours of National Teachers' Institute (NTI) Nigeria Certificate in Education (NCE) distance learners in Kaduna metropolis. The problem that motivated this study was the devastating effects of negative and poor study behaviours of NTI NCE distance learners resulting from ineffective study habits and compounded by near absence of guidance services in the study centres. The objectives of the study were to determine the study behaviours of NTI NCE distance learners and the effects of an educational counselling programme on their study behaviours. Two research questions which dwelt on the general study behaviours and the defective study behaviours of NTI NCE distance learners were answered and ten hypotheses that focused on nine areas of study skills and the extent to which counselling strategies can modify these defective study behaviours were tested in the study. Experimental design which tested cause-and-effect relationships between variables was employed for the study. By this design, respondents were divided into two groups, that is, the experimental and the control groups whereby a change, that is, treatment for the experimental group was then introduced. The population of the study was cycle two NTI NCE distance learners in Kaduna metropolis. The sample of the study constituted sixty-five cycle two NTI NCE distance learners who exhibited defective study behaviours. Purposive sampling technique was then employed to select the grand total sample for the study. An adapted SBI was used as the instrument for data collection. The results revealed that the items on the SBI had a high level of validity while the reliability (.807 and .909) was also accepted as suitable and appropriate because it showed greater reliability for scale of measurement. Simple frequency analysis was employed to answer the two research questions while ANCOVA for two Independent Samples was used for testing the hypotheses at 0.05 level of significance. The ANCOVA revealed that there were significant differences in eight variables of study behaviour mean scores of NTI NCE distance learners exposed to counselling strategies at post-test, while there was no significant difference in one variable.

Furthermore, there were significant differences in seven variables of study behaviour mean scores on the SBI of NTI NCE distance learners exposed to counselling strategies at 8 weeks follow-up assessment period, while there were no significant differences in two variables. This established that educational counselling programme made a positive impact on most defective study behaviours of NTI NCE distance learners while it did not in few areas. It was thus recommended that If NTI NCE distance learners were able to inculcate the habit of budgeting and distributing enough time to studying and also manage the time very well despite their busy schedules, they would achieve a lot, academically.

CHAPTER ONE
INTRODUCTION

1.1   BACKGROUND OF THE STUDY

One of the most significant factors that distinguish a man from animals is education. It is one of the principal outcomes of man's rationality. Its acquisition involves formal and informal processes. The former has to do with a structured hierarchy and chronologically graded education from nursery school to higher institutions, while the latter is a lifelong venture which brings about the acquisition of values, skills and knowledge from an individual's daily experiences as he/she interacts with the environment.

Distance learning is a formal education. It is not totally new in the global educational system as it has existed for over two centuries with a lot to offer in the teaching and learning activities (Housell and Smith, 2004). In fact, Moore (2006) buttressed this by stating that distance learning refers to either formal or informal learning experiences. It also implies a particular form of education designed for a set of individuals away from the organizing institution which acts as the clearing house. This is opposed to the conventional form of education in which learners are resident on the campus. Distance learning is also conceived as a teaching–learning situation in which there is separation of teacher and learner as distinct from face-to-face lecturing. Furthermore, it is stated that distance learning is education for students working at home, with little or no face-to-face contact with teachers and with material provided remotely, for example, by e-mail, television or correspondence.

The concept of distance learning, as stated by Moore (2006) can as well be applied interchangeably and sometimes referred to as distance education by different researchers to a great variety of programmes. This statement clearly corroborates Keegan's argument (as cited in Richards, 1994, p.32) that "distance education is

preferable since it embraces distance teaching and distance learning…Another way of looking at this is to say that when the focus is on what the learner does, distance learning is more appropriate…". From these assertions and for clarity of terms, the term may read distance learning or distance education because these terms are sometimes used interchangeably. Hence, the two terms may be applied interchangeably to the same form of learning experiences.

The Distance Learning System of the National Teachers' Institute is very distinct from other types of distance learning because of its peculiar features. Some of these peculiar features include: highly restricted choice of courses in spite of the course credit system; compulsory attendance at face-to-face contacts at study centres; there is only one entry date, usually between January and February; controlled opportunity to leaving and re-entering programme when convenient; mass production of highly structured and uniform user-friendly and self-study course materials; uniform programme of activities, time table and curriculum for all students; similarities in NTI curriculum with that of conventional Colleges of Education as determined by NCCE; undergoing teaching practice in the serving teachers' places of primary assignment; and above all, face-to-face tutorial contact sessions. All these have made it possible to train and upgrade teachers without removing them from their schools. (Yaya, 2006).

The NTI DLS has also helped to bring about new teaching approaches and new teaching standards through on-the-job learning and reflection. Jegede (2003) confirmed this by stating that the establishment of the NTI brought about a new development of what could be well thought-out as modern distance education in Nigeria. He added that the experiment seems to have been the first conscious attempt by government to use distance education mode to improve the quality of primary school teachers in Nigeria. Consequently, the National Teachers' Institute became identified with "Distance Learning

System". Suffice it to say that the aim of learners, either in conventional form of education or DLS is to learn. This is not different with NTI NCE distance learners. These set of learners come into the system with a wide variety of backgrounds and diversity in their academic profiles which translates into a differential in their study behaviour patterns. However, if they become overwhelmed, the tendency to face challenges that will hinder effective studying will arise. For them to find learning and studying worthwhile therefore there might be need for specialized support services (UNESCO, n.d.). One of such services is counselling. UNESCO (2000) defined counselling as:

> …a process by means of which the helper expresses care and concern towards the person with a problem, and facilitates that person's personal growth and brings about change through self-knowledge. Counselling is a relationship between a concerned person and a person with a need…It is designed to help people to understand and clarify their views, and learn how to reach their self-determined goals through meaningful, well-informed choices, and through the resolution of emotional or interpersonal problems (p.11).

From this definition therefore, learners in the school system, due to their variety of mix in preferences, interests and cognitive competencies, require assistance in focusing and addressing learning difficulties and particular interests if they are to receive quality higher education. These difficulties which probe into their learning can be approached and alleviated systematically through educational counselling.

Educational counselling, as defined by UNESCO (2000) increases pupils' knowledge of educational opportunities. It is a method which requires rendering services to learners who need assistance in making decisions about certain important aspect of their education. The afore-said thus buttressed Fruehling's (2008) assertion that educational counselling is a process of helping students to attain the self-understanding and self-direction

required to make informed choices and move toward personal goals.

Since counselling has been identified as one of the support services which makes it possible for individuals to see and explore unlimited endowed options, its importance in distance learning system cannot therefore be over-emphasized. Secondly, if distance education involves the use of methods in which physical separation of facilitators of learning and learners enable people to study at their own pace, place and time, according to Ajoku's (1997) confirmation, then, the need for educational counselling becomes imperative. From this discourse therefore, it could be said that educational counselling has an important role to play in the lives of distance learners, especially in modifying their study behaviours and in the general operations of distance learning system.

The mission of NTI is to upgrade and update teachers' knowledge and skills in curriculum implementation. Hence, the need to disseminate information which resulted in printed course modules. These materials became the main medium of self-instructional learning materials in the NTI NCE DLS and the most significant contribution of NTI to teacher education. Students are therefore expected to make use of these self-study materials regularly to acquire independent learning skills. Course facilitators are also expected to deliver the contents during face-to-face contact sessions held at the study centres located in the urban and rural areas in all the states in Nigeria. This substantiated Ajoku's (1997), declaration that distance education enables people to study at their own pace, place and time in order to either compensate for lost opportunities or acquire new skills and qualification for the future. This has then paved way for provision of face-to-face contact support, which provides opportunities for learner-learner, tutor-learner and instructional-media learner interactions despite the challenges and the demanding nature of learning at a distance.

Students that come into the NTI DLS are adults, males and females, from ages twenty and above who study while working and may either be unprepared for self-study or even have limited ability for self-study which most often culminates into study behaviour problem. These students are expected to manage their learning with increased interests in studying the course materials so as to make them become better motivated learners. However, some of them may have the problem of combining official work and studies which sometimes leave them with little or no time to study.

In addition to this, they may be faced with other challenges which include: family and work commitments, transfers resulting in relocation of study centres, inadequate motivation to overcome learning problems, lack of convenient place of study especially, if the study centre is far from their homes and socio-economic factors such as the tendency to be engrossed with social activities or involved in income generating activities in order to finance their studies. These challenges if not overcome, can affect study hours and then constitute learning difficulties which conversely culminate into defective study behaviour.

To buttress the aforesaid, Aderinoye (1992), Mohammed and Durodola (2002) and Baikie, Ehindero, Alao And Adeleke (2003) in their studies on NTI distance learners, discovered that these learners could not acquire independent learning skills and effective study habits because the course materials do not get to them as and when due. They further discovered that distance learners are too engrossed and burdened with too much of social responsibilities to create time for studies.

Ukpo's (2006) work also revealed that delay in the production and distribution of course books makes it problematic for NTI NCE DLS students to move beyond being self-directed in their learning. Consequently, their pass rate dropped from 86% in 1993 to 41% in 1999 and also remained below 50% between 2002 (45.19%) and 2003 (48.47%).

She further established the fact that activities carried out during study centre visits did not present evidence for much attention being paid to the counselling functions of facilitators or the effect this was having on students' learning.

In as much as the fore-going may culminate into inadequate study practices and examination anxieties, hence, the motivation for this study. However, as people grow older, their nature and characteristics can be an impediment to how they study, thus, the need for educational counselling programme to help alleviate the problem. Schuemer (1993) argues that the distance learner lacks the immediate support of a teacher who gives attention to actual needs and difficulties that crop up during study.

Despite the fact that distance learners have equal responsibilities towards their jobs, families and other commitments, all these obligations no doubt, may still constitute bottlenecks to effective study and learning.

1.2. STATEMENT OF THE PROBLEM

The problem of this study is the devastating effects of negative and poor study behaviour of NTI NCE DLS students ensuing from ineffective study habits and compounded by near absence of guidance services in the study centres. There are many reasons why some people choose to study by DLS. Perhaps, it is because of its ability to extend access to education to those who might otherwise be excluded from an educational experience. On the other hand, it would not be an understatement to say that many choose to study by DLS because it suites domestic and work routines. Despite this, they still face the inconvenience that impact on their studies most often and these issues, can culminate into defective study behaviours. In a society that is deeply rooted in conventional system of education, the operation of distance learning system poses a very serious challenge. Rendering effective educational counselling in distance learning system can also pose a greater challenge because of the peculiar system which is not the usual "face-to-face" conventional system. Hence, there is a distance to be reached and a gap to be narrowed.

In a developing nation like Nigeria, distance learners are prone to experience physiological, psychological, economical, social and academic problems such as: combining studies with work routines and family commitments; boredom and learning at a distance before contact sessions; not able to attend tutorials or local centre activities; time management; preparing written work such as assignments and essays; understanding difficult material; socio-economic well-being (financial, marital and family responsibilities); communication breakdown; delay in supply of course books; lack of a place to study and lack of access to libraries; ill-timed conduct of examination and; late release of examination results which causes anxieties and tension.

There is also the tendency to feel inadequate and severely distracted when studying alone; not having ready access to the lecturer or the immediate and direct support of a peer group doing the wrong thing at particular times; difficulty in getting oneself organized for study and for reading; trying to memorize course material from cover to cover and ending up with a poor understanding of that course material; problem of preparing for test and examinations; and difficulty in determining what the demands of a course of study actually are. These aforementioned experiences therefore become very challenging for distance learners because they are expected to learn for a good proportion of time and on their own. Moreover, they have limited interactions with their course mates and course tutors for several months except during contact sessions and examination periods.

The nature and role of students' support services being rendered to NTI NCE distance learners revealed amongst others that the course books serve as a main resource for meaningful learning and studying to take place. Ukpo's (2006) work revealed that a delay in the production and distribution of these course materials becomes problematic for NTI NCE DLS students because they are unable to move beyond simply acquiring information from their tutors or to be self-directed in their learning. As a result, their pass

rate dropped from 86% in 1993 to 41% in 1999 and also remained below 50% between 2002 (45.19%) and 2003 (48.47%). She further established that the description of activities carried out during study centre visits did not present evidence for much attention being paid to the counselling functions of facilitators or the effect this was having on students' learning. Aderinoye (1992), Mohammed and Durodola (2002) and Baikie, et al (2003) in their studies on NTI distance learners further buttressed Ukpo's (2006) findings. They discovered that these learners could not acquire independent learning skills and effective study habits because the course materials did not get to them as and when due. Infact, their studies disclosed that distance learners are too engrossed and burdened with too much of social responsibilities to even create time for studies.

These findings therefore present some major challenges for the NTI in the provision of support services that will meet the needs of students, especially those at a high risk of poor study behaviours. Since all these studies that were carried out in NTI did not make reference to educational counselling programme as a useful strategy to produce any positive change, this present study sets out to consider such a gap. The contending and disturbing issue therefore is how educational counselling programme can alleviate the poor study behaviours of these NTI NCE distance learners.

1.3. PURPOSE OF THE STUDY

The purpose of this study is to investigate the effects of an educational counselling programme on the study behaviours of NTI NCE distance learners in Kaduna metropolis. The specific objectives of the study are to:

1). Determine the general study behaviours of NTI NCE distance learners.

2). Determine the effects of educational counselling programme on the study behaviours of NTI NCE distance learners in nine areas of study skills.

1.4. RESEARCH QUESTIONS

The research questions which the study seeks to provide answers to are:

1). What are the general study behaviours of NTI NCE distance learners?

2). What are the defective study behaviours of NTI NCE distance learners?

1.5. HYPOTHESES

The following null hypotheses were tested at 0.05 level of significance:

1). There is no significant difference in the mean scores of STD of NTI NCE distance learners exposed to educational counselling strategies and those who were not.

2). There is no significant difference in the mean scores of RNM of NTI NCE distance learners exposed to educational counselling strategies and those who were not.

3). There is no significant difference in the mean scores of LNT of NTI NCE distance learners exposed to educational counselling strategies and those who were not.

4). There is no significant difference in the mean scores of CA of NTI NCE distance learners exposed educational counselling strategies and those who were not.

5). There is no significant difference in the mean scores of CON of NTI NCE distance learners exposed to educational counselling strategies and those who were not.

6). There is no significant difference in the mean scores of ECT of NTI NCE distance learners exposed to educational counselling strategies and those who were not.

7). There is no significant difference in the mean scores of TCR of NTI NCE distance learners exposed to educational counselling strategies and those who were not.

8). There is no significant difference in the mean scores of SPO of NTI NCE distance learners exposed to educational counselling strategies and those who were not.

9). There is no significant difference in the mean scores of TA of NTI NCE distance learners exposed to educational counselling strategies and those who were not.

10). There is no significant difference in the mean scores of the nine (9) variables on the

instrument of the study behaviours of NTI NCE distance learners exposed to counselling strategies and those who were not at 8 weeks follow-up assessment period.

1.6   THEORETICAL/CONCEPTUAL FRAME WORK

According to Teaching Excellence in Adult Literacy (TEAL) (2011, p.1), "there is no single learning theory that can be applied to all adults". Adult learning theories give insight into how adults learn and also help educators to be more effective in their practice and more responsive to the needs of the learners they serve (TEAL, 2011). The three major adult leaning theories as reviewed by TEAL (2011) are Andragogy, Self-Directed earning and Transformational Learning.

The Self-directed Learning is a method that assists individuals to take the initiative, without the assistance of others in planning, carrying out, and evaluating their own learning experiences (TEAL, 2011). Transformational Learning on the other hand, is referred to as learning that transforms the way individuals think about themselves and their world. This otherwise, involves a shift of consciousness. (TEAL, 2011).

For the purpose of this research therefore, the theory of adult learning, otherwise known as "Andragogy" and the theory of personality development were relied upon. These theories were adopted to explain the behaviour of adults and how they learn. The term andragogy, as propounded in 1973 by Malcolm S. Knowles to create a unified theory of adult learning, is a popular term in the German education circle. It is based on series of concepts and assumptions, just as it had been propounded by Knowles (1973). Andragogy, from the Greek word "anere" for adults and "agogus" refers specifically to the art and science of helping students learn (Mager, 1992 and TEAL, 2011). This confirmed Conner's (2007) opinion, that andragogy is a learner-focused education for people of all ages. Whitehead (2005), on the other hand, took on a broad meaning and defined andragogy as man-lead as opposed to child-lead, which established that adult learning is different from child learning.

Applying andragogy in a distance learning system can then make for enriching learning experience. Mager (1992), cited in Edmunds, Lowe & Seymour (1999, p.9), buttressed this by stating that "everyone comes to the learning situation with a life time of experiences, regardless of age" except that the "life time experiences of each learner are different from those of others". Whitehead (2005), acknowledged that Knowles (1973) boiled this theory down to some key concepts which affirmed that adult learners draw on life experiences in their learning activities and that the learning focuses on problem – solving. The Springhouse Corporation (1990), also stressed that Knowles (1973) used Piaget's and Erikson's works to study the adult learner. Here, Knowles believes that the adult learner brings life experiences to learning. Thus, they are in charge of their own learning and can only be encouraged to use their own judgement and decision-making capabilities to help them improve on their study habits.

As stated by Wagner (2005), Erik Erikson's theory of psychosocial development believes personality develops in a series of stages with an impact of social experience across the whole lifespan and the development of ego identity is the conscious sense of self that is developed through social interaction. Furthermore, she affirmed that ego identity constantly changes due to new experience and information that is acquired in our daily interactions with others. Harder (2002), gave a brief insight into these stages by acknowledging that Erikson organized life into eight stages that extend from birth to death. She stated further that Erikson divided the stages of adulthood into the experiences of young adults, middle aged adults and older adults since adulthood covers a span of many years. The stages are described as follows: Psychosocial Stage 1 (Infancy: From Birth to 18 months); Psychosocial Stage 2 (Early childhood: from 18 months to 3 years); Psychosocial Stage 3 (Play Age: 3 to 5 years); Psychosocial Stage 4 (School Age: 6 to 12 years); Psychosocial Stage 5 (Adolescence: 12 to 18 years); Psychosocial Stage 6 (Young

Adulthood: 18 to 35); Psychosocial Stage 7 (Middle Adulthood: 35 to 55 or 65); Psychosocial Stage 8 (Late Adulthood: 55 or 65 to death).

It is quite obvious that each stage in Erikson's theory is concerned with becoming competent in an area of life. Hence, if the stage is handled well, the person will experience a sense of mastery, which Erikson sometimes refers to, as ego strength or ego quality. But if the stage is not well handled, the person will emerge with a sense of inadequacy. In each stage therefore, Wagner (2005) upheld that Erikson believes people experience a conflict that serves as a turning point in development. These conflicts, according to Erikson, are centered on either developing a psychological quality or failing to develop that quality. Thus, as human beings grow to be adults, they are expected to demonstrate a level of competency in their behaviours and actions as they progress through life and if there is a variance, a feeling of insufficiency may take over, which can affect any area of human development or behaviours, including learning.

The relevance of these theories therefore is the assistance they give to the researcher in explaining the nature of adult learners and learning, its concepts and principles, adults' wants or needs, their developmental stages from birth to late adulthood and the differences between how adults and children learn. The understanding of these theories further assisted the researcher in designing efficient and effective guidance programme to assist distance learners adjust to the challenges of DLS through the provision of educational counselling that helped them meet their expectations through effective study habits and also bridge the educational gap as it affects their studies, domestic activities and work routines.

Erikson's theory draws inference on how NTI NCE distance learners develop, learn and how they will feel if they fail to achieve success. Since these set of learners are passing through various stages in life and are seen as making systematic academic progression through DLS, they can thus be seen as making changes in intellectual order. On

the other hand, if as adult learners, the impact of life events and experiences they are passing through compel them to have a feeling of insufficiency such that it affects their success or how they learn, they will demonstrate some inadequacies and inability to cope with and resolve some problems. These feelings of insufficiency, inadequacies and inabilities may then make them experience problems during studying or become unfulfilled in academics. In fact, the peculiar nature of DLS which makes distance learners have limited interactions with their facilitators and centre managers who are supposed to be present, motivate and if necessary, give attention to their special needs and difficulties that may crop up during studying may have negative effects on how they learn and study. Given these peculiar circumstances of distance learners, the extent to which counselling strategies will alleviate their problems can then be appreciated and understood by relying on these theories.

1.7. SIGNIFICANCE OF THE STUDY

Effects of an educational counselling programme on the study behaviours of NTI NCE distance learners in Kaduna Metropolis will be of assistance in the provision of effective and efficient guidance services in the distance learning system and in the society. It is hoped that when this study is completed, the results will help distance learners to be more sensitive to study behaviours that will lead them to better understanding of the extent to which it can hinder learning process.

Moreover, the findings is likely to help the distance learners in this study and prospective distance learners develop effective study skills, learn necessary strategies for self-study, time management, cope with and reduce examination anxieties/tension, setting realistic goals, improve on their performances and above all, promote their self-actualization. In addition, they will learn strategies to overcome personal-social barriers (for examples, low self-concept and esteem, occupational stress and self-defeating

attitudes) which feature very prominently among distance learners. It is also hoped that the strategies and interventions will help to bridge learning at a distance.

Furthermore, the results of the study will likely enable counsellors to become aware of the place and relevance of guidance and counselling in distance learning system and also empower them to appreciate and dispense guidance services not only through conventional "face-to-face affair" but also electronically at a distance to students. In fact, the findings will serve as reference for other counsellors who may have occasions to counsel distance learners regarding study behaviours. In addition, it will enable counsellors to identify the diverse types of defective study behaviours of distance learners using the validated instrument so as to determine the type of counselling strategies for alleviating the problems. For instance, a distance learner who complains of having little time to study due to domestic responsibilities or work routines and feeling isolated or lonely due to studying alone, could be counselled to set realistic goals and also form positive habit of studying no matter how crowded the work schedule or other issues impinging on time in order to be successful.

The findings of this study are expected to further serve as a platform to create research frontiers for other researchers who are likely to be interested in distance learning system. It will, in addition, enlighten them on the strategies to adopt in rendering such services to distance learners. It is also hoped that with the understanding of the study behaviours of distance learners resulting from this study and the awareness the findings will create to all segments of the society, including government and other educational institutions, the defective study behaviours of distance learners can be collectively alleviated to enable them adjust to the distance learning system they have chosen.

The findings are also expected to sensitize policy makers to become aware of the relevance of Guidance and Counselling for distance learners. This will enable them realize the need for the inclusion of Guidance and Counselling in Distance Learning Programme

in the National Policy on Education as it is different from the conventional "face-to-face" affair.

In addition, the findings are expected to assist in the creation of more awareness of the relevance of guidance services in the Distance Learning System at the NTI Headquarters, field centres and study centres. In essence, there will be enough rapport whereby distance learners will be encouraged to feel free to communicate problems encountered during studying to the counsellor(s) at the Headquarters through their course facilitators, centre managers and state coordinators.

Moreover, the study will likely bring the realization to the NTI management that the provision of face-to-face contact support which provides opportunities for learner-learner, tutor-learner and instructional-media learner interactions is not adequate enough to solve the problems of study behaviours of distance learners. By so doing, the management will become sensitized and work hand-in-hand with the counsellor(s) in NTI to improve on the general educational guidance being rendered to the students. This will in turn make them to see the need to facilitate supply of course materials to students at the point of semester registration per session and to integrate the course contents with ICT for those students who have access to internet services. By so doing, the burden of delayed course material supply before the contact sessions will become lessen.

Furthermore, the study is expected to sensitize the NTI Management to see the need for NTI Counsellor(s) to render occasional physical contact services to the students at the centres, depending on the circumstances of the therapeutic demands and nature of their study behaviours which cannot be handled by the centre managers and facilitators. In essence, the gap between the students, facilitators, centre managers, the institute and the counsellor(s) will become narrowed and in the long run help to alleviate distance learners'

peculiar problems and also provide general educational counselling programme to assist them clarify their motives and meet their expectations through successful study.

1.8. DELIMITATION OF THE STUDY

This research is focused on the effects of an educational counselling programme on the study behaviours of NTI NCE distance learners. The extent to which counselling strategies can alleviate the study behaviours of these learners was examined and determined. Using the identified factors that cause defective study practice of NTI NCE distance learners, treatment sessions were administered for the purpose of assisting distance learners alleviate the problems that impinge on their studies.

This study is restricted to NTI NCE DLS, which is different from Open University or Open Learning Programme, Sandwich Programme or Long Vacation Training Programme and Part-Time Daily and Weekly Programmes because of its peculiar features. This structure implies that DLS have similar features of dealing with adult students who are not undergoing full time programme of studies like other programmes and also runs dual-mode structure, that is, tutor-learner and instructional-media learner.

The tutor-learner structure in NTI DLS involves face-to-face tutorial sessions which cover the academic programme being run at a distance during weekend and intensive contact sessions while the instructional-media learner encompasses the self-instructional printed materials (modules) which are not common features of part time, sandwich or long vacation training programmes. Other features peculiar to NTI DLS include controlled opportunity of leaving and re-entering programme when convenient; uniform programme of activities, time table and period of examinations; similarities in NTI curriculum with that of conventional Colleges of Education as determined by NCCE; and above all, undergoing teaching practice in the serving teachers' places of primary assignments. All these have made it possible to train and upgrade teachers without removing them from their schools.

The other Distance Learning Programmes, such as PGDE DLS, ADV. DIP. in Education by DLS, STUP and CPD in Eng. run by NTI will not be involved in this study.

1.9. OPERATIONAL DEFINITION OF TERMS

The contextual meanings of the following terms in this study are as follows:

Educational Counselling Programme: This refers to the assistance a professional counsellor renders to a distance learner to enable him/her overcome the challenges of learning and studying at a distance. Educational counselling programme also involves strategies a professional counsellor develops, dispenses and renders for alleviating defective study behaviours as encountered by NTI NCE distance learners.

Study Behaviours: This refers to the different modes of learning that reflect the behaviours and abilities of distance learners in coping with studying. These are represented in nine areas of the study behaviours identified in the research instrument for this study, namely, study time distribution, reading and note-making, listening and note-taking, class assignment, concentration, examination and class test, teacher consultation and relationship, study procedure organization and test anxiety.

Distance Learners: The distance learners in this study refer to all the NTI NCE DLS students who are adults, that is, workers and serving teachers, most of whom are family men and women, between ages 20 years (on the average) and above, who do not possess the NCE minimum teaching qualification requirements and have to enroll into unconventional system of learning (DLS) in addition to their other means of livelihood which compete for their attention.

CHAPTER TWO
REVIEW OF RELEVANT LITERATURE

This chapter focuses on the review of relevant literature on the study and is presented under the following headings: concept of distance learning, justification for distance learning system, educational counselling packages, characteristics of distance learners, study behaviours of distance learners, learning styles of distance learners, effective study habits, counselling strategies against study behaviours, empirical studies on distance learning and summary of review of relevant literature.

2.1. CONCEPT OF DISTANCE LEARNING

Distance learning or distance education evolved from correspondence education. According to Yaya (2006), correspondence education has been in existence for over 100 years, but in 1975, the term "distance education'' seemed to have gained international acceptance. In different countries, different names have been used and at different times to refer to what are today recognized as distance education. For instance, Keegan (1990), COL (1999) and Guri-Rosenblit (1999) stated that the first generations of distance education institutions were called by a plethora of terms in different parts of the world. Some of these terms are: external studies, extra-mural studies, off campus, correspondence education, home-study, learner-centred education, flexible learning, open access, continuing education, self-instruction, technology-based education, independent study, non-traditional learning, open learning, outreach programmes, and distributed learning.

Furthermore, Yaya (2006), noted that not all non-face-to-face education is distance education, because distance cannot be described as "indirect education'' or the opposite of "face-to-face education''. Such forms of indirect education as education by letter, printed education, teaching kits, audio-visual aids, radio and television, programmed learning, computer-aided learning, independent study and private study are not distance education. This is because they lack the didactical structuring of a distance education

institution. The relationship of distance education to other forms of indirect education is explained diagrammatically in figure 1 by Keegan (1990).

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┌─────────────────────────┐
│       Education         │
└────────────┬────────────┘
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┌──────────────────────┐              ┌──────────────────────┐
│ Direct/traditional   │              │ Indirect education   │
│ Face-to-face         │              └──────────┬───────────┘
│ Education            │
└──────────────────────┘
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┌────────────────────────────┐        ┌──────────────────┐
│ Education by letter         │        │ Distance         │
│ Printed education           │        │ Education        │
│ Teaching kits               │        └──────────────────┘
│ Audio –Visual aids          │
│ Radio and Television        │
│ Programmed Learning         │
│ Computer –Aided             │
│ learning.                   │
│ Independent study           │
│ Private study               │
└────────────────────────────┘
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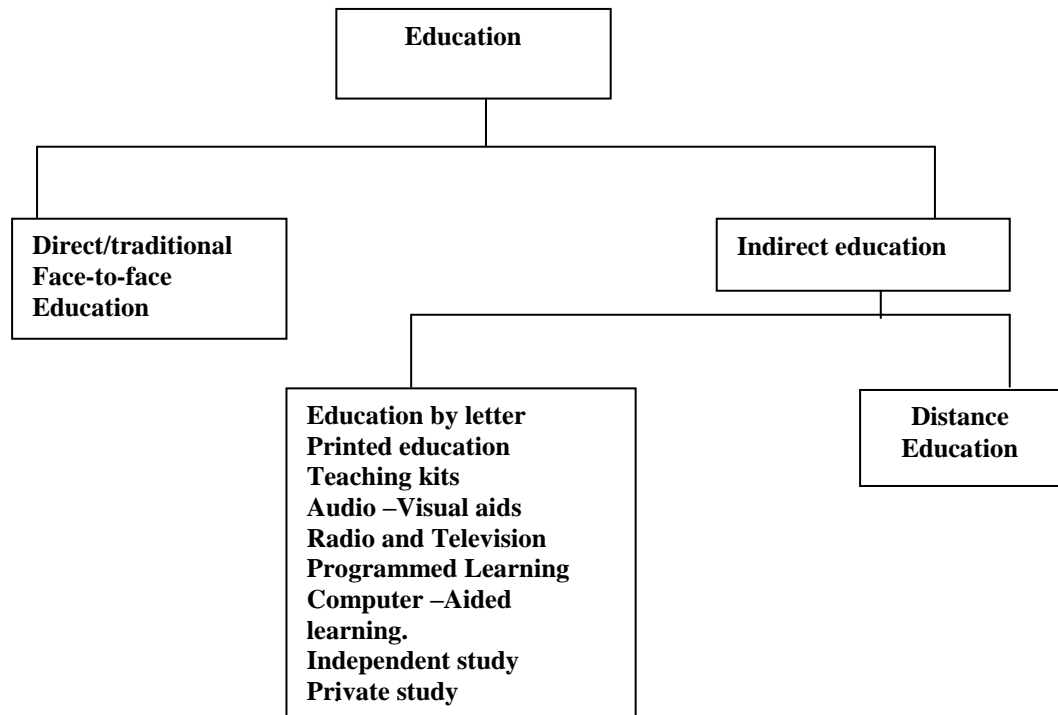
Figure 1.

Relationship of Distance Education to Other Forms of Indirect Education. Source: Yaya (2006, p.57. Culled From Keegan (1990): Foundation of Distance Education, London: Routledge).

The phrase "distance education or distance learning" has been applied interchangeably by different researchers to a great variety of programmes. Distance learning is a formal education. It implies a particular form of education designed for a set of individuals away from the organizing institution which acts as the clearing house. This is opposed to the conventional form of education in which learners are resident on the campus. Moore (2006), stated that distance learning refers to either formal or informal learning experiences. Distance learning is also conceived as a teaching –learning situation in which there is separation of teacher and learner as distinct from face-to-face lecturing. Furthermore, distance learning is conceived as education for students working at home, with little or no face-to-face contact with teachers and with material provided remotely, for example, by e-mail, television or correspondence (Microsoft Encarta, 2007). To buttress this point, Moore (2006), opined that distance learning is also sometimes referred to as distance education. Keegan (1990) cited in Richards (1994) argued that:

Distance education is preferable since it embraces distance teaching and distance learning…Another way of looking at this is to say that when the focus is on what the learner does, distance learning is more appropriate, and when the focus is broader than this, it embraces institutional issues or concentrates on the relationship between the teacher and the learner…(p.32).From this assertion therefore and for clarity of terms, some of the concepts may read distance learning or distance education because the terms are sometimes used to refer to each other. Hence, the two terms may be applied interchangeably as the same form of learning experiences are still being referred to.

Distance education, according to Nwana (1991), is a non-contiguous sort of learning often characterized by the absence of personal or face to face contact. It involves the use of strategies that enable the learner and the teacher to be so physically separated from each other that they are beyond the unaided sight and hearing of each other, yet interacting reasonably enough for meaningful learning to occur. Richards (1990), also

cited Holmberg (1983), who stated that the main characteristic of distance education is non-contiguous communication and that in a nutshell, this is drawing attention to the separation of the teacher and the learner. Distance learning therefore involves the use of methods in which due to physical separation of facilitators of learning and learners, the interactive, as well as the pre-active phases of learning are conducted through print and electronic devices.

Housell and Smith (2004), explained that distance education involves an occurrence of non-contiguous majority of educational communication between a teacher and student(s). They also opined that it involves two-way communication between a teacher and student(s) for the purpose of facilitating and supporting the educational process. Hence, Ajoku's (1997) declaration, that distance education enables people to study at their own pace, place and time in order to either compensate for lost opportunities or acquire new skills and qualifications for the future. Yusuf and Englama (2004), also cited Dzvimbo (2002), who opined that:

> Distance education: describes a set of teaching and learning strategies (or educational methods) that can be used to overcome spatial and temporal separation between educators and learners. This implies that there will be more places available for higher education, a wider student audience, and adequate provision of continued professional development for graduates, and the needs of working students will be met (p.13).

Thus, for a programme in open and distance learning to succeed, they were of the opinion that some certain conditions must be met, viz: Learner-centred learning or instructional materials must be used; Material distribution must be done efficiently and on time; There must be an adequate learner support system in place; There must be smooth administration of the learning and assessment process and; Continuous monitoring and evaluation is compulsory in order to ensure quality control. The third condition above constitutes the

basis and rationale for counselling NTI NCE distance learners so that effective study habits can be developed.

According to Keegan (1990) cited in Kayode (2004, p.146), six basic defining elements of distance education were proposed and put together as follows:

i). the separation of teacher and learner which distinguishes it from face to face lecturing.

ii). the influence of an educational organization which distinguishes it from private study.

iii) the use of technical media, usually print to unite teacher and learner and carry the educational content.

iv). the provision of two-way communication so that the student may benefit from or even initiate dialogue;

v). the possibility of occasional meeting for both didactic and socialization purposes; and

vi). the participation in an industrialized form of education which if accepted contains the basis for radical separation of distance education from other forms within the educational spectrum.

In view of the above, the differences between distance learning and distance education and all forms of conventional face-to-face direct teaching are established. Despite these differences, Kayode (2004) noted that the programme would still want to maintain qualitative and quantitative education which would be achievable on proper planning and organization. She concluded by stating participants' opinion at the National Summit on Higher Education held in year 2001 at Abuja "that the open and distance learning project will expand access to qualitative higher education and essentially meet the needs of many Nigerians desirous of non-residential higher education''.

Against this backdrop, distance learning could then be conceptualized as an educational process in which teachers and learners are separated in space and /or time for

some or all of the time of study and in which the learning materials take over some of the traditional roles of the teacher. After analyzing the various definitions of distance learning, Yaya (2006) attempts to delineate carefully that distance education is that field of educational endeavour in which the learner is quasi-permanently separated from the teacher throughout the length of the learning process. He further added that Distance education is characterized by the: Influence of an educational organization both in the planning and preparation of learning materials and in the provision of student support (this distinguishes it from private study and teach-yourself programmes); Use of technical mecha-print, audio, video or computer to unite teacher and learner and carry the content to the course; Provision of two-way communication so that the student may benefit from or even initiate dialogue (this distinguishes it from other uses of technology in education); and Quasi-permanent absence of the learning group throughout the length of the learning process so that people are usually taught as individuals and not in groups, with the possibility of occasional meetings for both didactic and socialization purposes.

In addition to the aforesaid, Yaya (2006) opined that the term open and distance learning (or education) is used in place of or interchangeably with distance learning or distance education. He noted that open learning principles (such as free access to learning activities and facilities and learner control over the content and learning strategies) are being incorporated in distance education gradually. From this, openness describes the ideal and philosophy behind government support and establishment of distance learning institutions. Yaya (2006) further opined that while open learning describes educational policies and practices that permit entry to learning with little or no barriers of age, gender or time while recognizing prior learning, distance education describes a set of teaching and learning strategies used to deliver education to learners who are separated, mostly by time and space, from those who are teaching and training. It does appear therefore that though open learning and distance education are conceptually distinct, they are complementary.

The adjective open is qualitative, value loaded and emotive but distance learning or distance education is considered more neutral (Yaya 2006).

Arising from the foregoing, it is necessary to note that the Distance Learning System of the National Teachers' Institute cannot be regarded as an open learning system going by the criteria mentioned above. Although the NTI NCE (DLS) uses user-friendly self-study materials, admission is restricted to those that possess the minimum requirement as prescribed in the minimum standards of the NCCE. Other features of NTI NCE DLS that distinct it from open learning system include the following: highly restricted choice of courses in spite of the course credit system; compulsory attendance at face-to-face contacts at study centres; there is only one entry date, usually in January/February; restricted opportunity to leaving and re-entering programme when convenient; mass production of highly structured and uniform course material; uniform programme of activities, time table and curriculum for all students; similarities in NTI curriculum with that of conventional Colleges of Education (as determined by NCCE); and above all, face-to-face tutorial opportunity for individualization. It is no wonder, therefore, that the National Teachers' Institute has retained the title "Distance Learning System".

2.2. JUSTIFICATION FOR DISTANCE LEARNING SYSTEM

One of the roles education is expected to play is to generate and disseminate the knowledge and skills that will enable all people enjoy healthy and decent lives (Yaya, 2006). Yaya (2006) also noted that there is a yearning at the global and national levels for equalization of educational opportunities, mass education and opening up access. Hence, the viable complement or alternative that open and distance learning provides to conventional education. There is no doubt therefore that the conventional system of face-to-face education alone can meet the demand to train masses of people to acquire knowledge and skills.

Suffice it to say that there are many reasons why many chose to study by DLS. This is because every human being has one reason or the other for doing whatever he or she is doing or about to do. Whatever the reason, it depends on the questions why, how and what will I achieve? Perhaps the greatest reason why DLS is preferred is because of its ability to extend access to education to those who might otherwise be excluded from an educational experience. On the other hand, it would not be an understatement to say that many chose to study by DLS because it suites their domestic and work routines.

Many Nigerian governments, since independence, have introduced one form of universal education or the other, aimed at providing education for all Nigerians, irrespective of age, sex, race, religion, geography and occupation. Two of such significant universal education systems were the Universal Primary Education (UPE) and the Universal Basic Education (UBE) which were launched on the 6th September, 1976 and 30th September, 1999 respectively. These well intentioned decisions did not take into account the implications on human resources which later resulted to sudden teacher shortages. When the Federal Government of Nigeria introduced the UPE programme in 1976, the pupil enrolment rose by about 300% so also was the teacher requirement.

According to Olumide (1992), over 60,000 additional teachers were needed in 1976 to launch the scheme while 281,190 additional teachers would be required in 1982 when the scheme would become compulsory as originally planned. The inability of the Federal Government of Nigeria to meet up with the required teaching force therefore resulted in the recruitment of under-qualified and untrained individuals as teachers. The issue of bringing these categories of teachers up to the required professional competence then became imperative. Hence, the establishment of the National Teachers' Institute (NTI), Kaduna in 1976 by the Federal Government of Nigeria under the enabling Act No.7 of 10th April, 2007 with the aim of upgrading and updating teachers' knowledge and skills.

In fact, the Federal Ministry of Education Blueprint and Implementation Plan for the National Open and Distance Learning Programmes (2002) provides the following justification: to assist in realizing Nigeria's commitment to providing education for all within the context of the World Forum on Education for All (EFA) 2015 goals; check a high adult illiteracy rate and provide access to the more than 85% of eligible candidates denied higher education; provide for those affected by the closure of "for profit-only" outreach and satellite campuses all over the country; cost effectiveness; economics of scale; flexibility; opportunities to maximize the use of high level academic personnel; to meet urgent teacher demand at short notice; respond effectively to growing demand of working adults; provide an opportunity for empowerment of the most disadvantaged; and check the discrepancy as regards equal opportunities in education for girls and women.

In line with the aforementioned, the Federal Republic of Nigeria, National Policy on Education (2004) states that the goals of distance education in Nigeria shall be to:

6). Provide access to quality education and equity in educational opportunities for those who otherwise would have been denied;

7). Meet special needs of employers by mounting special certificate courses for their employees at their work places.

8). Encourage internationalization especially of tertiary education curricula;

9). ameliorate the effect of internal and external brain drain in tertiary institutions by utilizing Nigerian experts as teachers regardless of their locations or places of work. (p.39)

In pursuance of these goals therefore, the policy thus states that the Federal Government shall:

(a). ensure that programmes are equivalent in structure and status to those offered by face-to–face mode of delivery in the appropriate tertiary educational institution

(b). encourage and regulate open/distance education practice in Nigeria

(c). establish an open/distance advisory body which shall:

    i). advise the government on the practice of open/distance education.

    ii). promote open/distance education nationwide in collaboration with Federal, State and Local Government Education Authorities.

    iii). Liaise and collaborate with existing educational regulatory bodies and institutions offering open-distance education programmes to ensure maintenance of standards.

    iv). liaise with media houses, information and communication technology providers and other relevant bodies in enhancing open/distance education.

    v). encourage private efforts and other non-governmental organizations in the provision of quality education using open-distance education.

    vi). Encourage participation in open/distance education programme at the local level.

From this discourse, it could be said that since the National Policy on Education sees education in Nigeria as an instrument "par excellence'' for effecting national development, then, the government has continued to rate education highly in the national development. Hence, the justification for establishing National Teachers' Institute Distance Learning System which has made it possible to train and upgrade teachers without removing them from their schools. This has however saved resources that made possible the immediate transfer of training to teachers' classrooms. The NTI DLS has also helped to bring about new teaching approaches and new teaching standards through on-the-job learning and reflection. Jegede (2003), on his part confirmed this declaration by stating that:

> The establishment of the NTI marked the new beginning and development of what could be considered as modern distance education in Nigeria. This experiment seems to have been the first conscious effort by government to use distance education mode to improve the quality of primary school teachers in

Nigeria…Many problems confronted distance learning in Nigeria in the 70s and would have made it impossible for NTI to operate…In spite of these problems, the Federal Government did consider it necessary and expedient to establish NTI and make distance education a part of the main stream of instructional delivery mechanism for Nigeria (p.13).

There is no doubt therefore, that the National Teachers' Institute is a foremost distance learning institution in Nigeria because it has used the distance learning system in the initial training of unqualified teachers (TC II, NCE and PTTP by DLS) and in continuing professional development of teachers (Advanced Diploma and Post Graduate Diploma in Education).

Despite the fact that distance learning implies the physical separation of learners from teachers in most stages of their study, Yaya (2006) noted that some students still prefer this system. Ipaye (2005) also cited Schuemer's (1993) argument on some reasons for DLS as a choice of learning. He argued that some students are interested in obtaining a degree to qualify for a better job while many other prefer to take courses so as to broaden their education because they are not really interested in completing a degree. Ipaye, (2005) then buttressed this point by saying that some enrolled in DLS because it is more convenient than going to a conventional college. No wonder why they are generally motivated to learn from within (internally/intrinsically) as opposed to being obligated or subjected to external or extrinsic forces. He then goes further to state that others are also in DLS because they:

i).   Are accountable to themselves. That is, nobody can force them to study and do their work. Hence, they can be self-directed.

ii). Have a rich reservoir of experience that can serve as a resource for learning. This is because their experiences and background had given them a big advantage over the

younger learner, though, their memory for facts may not be as good as that of a younger learner in conventional University.

iii). Are frequently affected by their need to know/learn or do something and to achieve despite many things that might want to pull them away from studying. Infact, they most probably want to improve their present status or situation, hence, their enrolment in DLS; and

iv). Are more interested in applying the information they will learn and acquire than in memorizing them. That is, they tend to have a life-, task-, or problem-centred orientation to learning as opposed to a subject-matter orientation.

As specified by Usun (2004), distance learners take courses for many reasons. He stated that because most are adults aged 25-50, they particularly enrolled to learn new subjects and skills or update old ones as they tend to be more field independent and self-directed than traditional learners. They may also enroll to fulfill a personal goal or for work-related reasons. He noted further that most participate in a distance learning voluntarily. Since most are not strangers to formal education, they believe that the more experienced the learner has with formal education, the better his/her chances of completing a distance learning course.

Other reasons why DLS is preferred, according to Guri-Rosenblit (1999) as cited by Yaya (2006), stem from the following:

i). Distance education opens up access to education to varied and diverse clienteles and under privileged groups thereby offering a second chance of part time study to adults regardless of work, geography, family commitment and constraints.

ii). Most distance learning institutions attract large numbers at relatively low cost. Distance education is seen as providing education to growing numbers of students at highly reduced costs. For example, in NTI DLS, students are allowed to pay their

tuition fees in two installments (that is, per two semesters) especially before or during the commencement of semester examinations.

iii). A major attraction of distance education especially from the government perspective, is the reduced capital expenditure involved in the cost structures. Distance education system, unlike the conventional systems, do not have to build lecture halls, seminar rooms, laboratories, libraries, residential accommodation and recreational facilities, thereby saving on fixed costs. However, they require heavy investment to set up the infrastructure for the production of materials and the capital cost may vary with the choice of media, the number of subject and courses provided. Suffice it to say that one of the greatest reasons why many chose to study by DLS is because of its ability to extend access to education to those who might otherwise be excluded from an education experience. On the other hand, it would not be an understatement to say that many chose to study by DLS because it suited domestic and work routines.

From the aforementioned therefore, it could be presumed that there are variety of reasons why many choose to study by DLS. Whatever the reason, the fact remains that distance learners, males or females, no matter their characteristics and ages, are as varied as the number of students. Yet, all of them are distance learners whose main aim and interest is to learn. As long as their main aim and interests is to learn, particular needs which have to be met at any point in time will remain a catalyst for counselling. This, in essence, has made the task of counselling and supporting them in their choice of learning very challenging.

2.3 CONCEPT OF COUNSELLING IN DISTANCE LEARNING

Counselling comes in different forms with different interpretations, hence, there is no single definition. People, in one place or the other and at all times, have experienced emotional or psychological distress and behavioural problems. Since counselling became institutionalized in schools, the task of providing psychological support to learners was

taken over, with a more established ways and methods of helping learners with problems to a very large extent (UNESCO, 2000).

Counselling is a learner-centred process whereby communication takes place from the learner to the counsellor. It is also aimed at helping learners decide what is best for themselves as regards choice of course and career, overcoming obstacles and so on (STRIDE IGNOU, 2001). So, it is entirely learner-dependent rather than knowledge-dependent as it helps learners clarify their needs, feelings or motivations so that they can make an appropriate decision for themselves. In counselling therefore, clarifying skills rather than knowledge skills are mostly needed.

In addition to the aforesaid, the American Counselling Association (2011) defined counselling as a professional relationship that enables various individuals, families and groups to achieve mental health, wellness, education and career goals. Auma-Okumu (2011) also described counselling as:

> "...learning-oriented process which usually occurs in an interactive relationship with the aim of helping the person learn more: about the self; about others, about situations and events related to given issues and conditions and also to learn to put such understanding to being an effective member of the society. Counselling is a process in which the helper expresses care and concern towards the person with a problem to facilitate that person's personal growth and positive change through self understanding" (p.66).

This in essence denotes that, counselling is a relationship between a concerned person and a person with a need, which is usually person-to-person, or sometimes more than two people.

Accordingly, Shayo (2011) substantiates this assertion by saying that counselling is a process whereby the helper expresses care and concern towards the person with a problem so as to aid that person's personal growth and brings about change through self-

knowledge. He further stressed that counselling is designed to assist people to clarify their views and also learn how to reach their self-determined goals through meaningful, well-informed choices and resolution of emotional or interpersonal problems.

This therefore is in consonance with Gladding's (2004) declaration that the overall aim of counselling is to afford individuals opportunity to work towards living more satisfyingly and resourcefully. He then acknowledged that although counselling relationships may be concerned with developmental issues, addressing and resolving specific problems, working through feelings of inner conflict or improving relationships with others, developing personal insights and knowledge, coping with crisis and making decisions, there will still be variations according to need.

Idowu (1992), also opined that counselling is a process by which an individual who is helpless is assisted by a professional to make necessary adjustment to life and his environment, voluntarily change his behaviour and to clarify his attitudes and goals so that his problems could be solved. He then stated that counselling may be preventive and curative and is done in two ways, vide, individual counselling and group counselling. In individual counselling, there is a one to one relationship between the client and the counsellor while in group counselling, the counsellor is involved with a group of counsellees. It can be stated therefore, that counselling is aimed at helping individuals to resolve critical life issues since a change in behaviour and clarification of attitudes and goals are involved.

Other activities that constitute counselling apart from individual and group counselling include informing and advising activities. STRIDE IGNOU (2001) declared that:

i).   Informing is about knowledge which is largely independent of the learner-course requirements, regulations, statistics and so on. Hence, the counsellor must have a

high level of appropriate knowledge and the ability to communicate correct information clearly to the learners.

ii).   Advising is a mixture of knowledge and learner-dependence, that is, something between informing and counselling. In essence, advising is a process of suggesting appropriate course of action to learners, perhaps offering several options but recommending one, especially for that particular learner.

It can therefore be deduced that counselling may be more or less directive, because the greater the degree of responsibility the learner takes for his or her own understanding and decisions, the more useful the counselling is likely to be. For counselling to be effectively useful, it has to pass through a cyclic process. These phases were described by COL (1999) thus:

i).   clarifying: ensuring the learners' needs are clear.

ii).   checking: ensuring the counsellor understands the needs.

iii).   conceptualizing: restating the need in the counsellor's words.

iv).   challenging: pointing out contradictions and other ways of seeing an issue; and

v).   consequent action: agreeing to what the counsellor and learner might do as a result of their discussion.

Against this backdrop, it is quite clear that applying counselling strategies to modify challenges inherent in study behaviours cannot therefore be overemphasized. Counselling and the strategies involved have a lot of tasks when interacting or dealing with individuals, especially learners. Since learners need straight forward information, especially in distance education setting, understanding their needs, meeting these needs and addressing and resolving specific problems in relation to study behaviours then becomes imperative. By so doing, learners who are experiencing some emotional, social, educational, physical and vocational challenges will be assisted to clarify their views,

resolve emotional or interpersonal crises and also learn how to reach their self-determined goals through meaningful and well-informed choices.

2.3.1 Types of Counselling

Counselling is services provided to individuals in order to assist them cope with challenges that interfere with their development. There are many different types of counselling available for learners and individuals struggling in a variety of areas. A combination of some of the types of counselling services as listed by Akinade (1998) and My Therapist Match (2011) include the following: Orientation; Information; Diagnosis; Testing Record keeping; Placement; Referral; Follow up; Drop out and Drop in; Research and Evaluation; Continuous Assessment and In-Service Programmes Services; Occupational Information; Personal-Social Information; Record Keeping; Counselling Services; Educational Counselling; Vocational Counselling; Marriage Counselling; Grief Counselling; Christian Counselling; Family Counselling; Relationship Counselling; Mental Health Counselling; Group Counselling (Group therapy); Substance Abuse Counselling; Teen Counselling; Divorce Counselling; and Individual Counselling.

The major service areas of counselling thus comprise of the following:

a) **Educational Counselling**: Educational counselling, according to Akinade (1998), assists with problems of learning, teaching and of education generally. It also enhances learners' knowledge of educational opportunities.

b) **Personal-Social Counselling**: This deals with emotional distress and behavioural difficulties that arise when an individual struggles to cope with developmental stages and tasks. (Auma-Okumu, 2011).

c) **Vocational Counselling:** According to UNESCO (2000), vocational counselling is defined as individual contacts with those counselled to aid career development process. Akinade (1998) also buttressed that vocational counselling deal with

assisting an individual in making well thought-out decisions about job selection, job maintenance and making progress in a chosen career.

From the foregoing, counselling in the educational system is meant for developing learners' intellectual, social, physical and moral capacities to the full. It also assists learners with personal, family, educational, mental health and career problems. Although some life's little problems are often manageable on a personal level, there may be more difficult periods where challenges may become overwhelming to deal with. Maintaining psychological well being in such high-stressed situations therefore can compete or conflict with studying, especially for distance learners. Hence, the need for educational counselling.

With this background knowledge, educational counselling which is the focus of this study can then be discussed for clarity of purpose.

2.4   EDUCATIONAL COUNSELLING

Educational counselling according to Akinade (1998) assists with problems of learning, teaching and of education generally. It entails activities intended to assist all categories of learners including distance education students from primary to tertiary levels. He further stated that the purpose of educational counselling is to help the learner utilize educational opportunities by enlightening him towards becoming a cultured individual and simultaneously preparing him for participation in a life activity which will be socially useful and personally pleasing.

Educational counselling is also defined by EdCounsellors (2011) as a new field combining knowledge from psychology with the students' personal experiences and insights This on the other hand will create a truly student centered learning experience that is beneficial and relevant. It will also promote learners' emotional growth and give them the skills to help others.

From the foregoing, it could be deduced that educational counselling is a process of rendering services to learners who require assistance in making decisions about certain vital aspect of their education, for example, choice of courses or studies and decision on interest and ability. (Auma-Okumu, 2011). In essence, Auma-Okumu (2011) regards educational counselling as a process that focuses on the curriculum-related needs of the learner. These needs form the centre of the routine the learner engages in an academic institution. For example, courses to enrol, how to do assignments and write projects, how to prepare for examinations, practice effective study habits and also how to remedy weak points in particular courses are some of these needs.

Since distance learners also go through this routine that the conventional learners go through, providing educational counselling to meet these curriculum-related needs is very crucial. The distance learners, according to Akinade (1998) are expected to be mature, but they are at the same time prone to educationally related problems or other responsibilities that do not shield them from the educational types of stress that are conflicting or competing with their studies. He added that the typical student is expected to take more responsibility for his learning since the programme gives him a greater measure of control or freedom over his learning. However, this in itself is a problem for many. He then enumerated the following as some of the educational types of stress distance learners pass through:

a) Not knowing how to acquire good study habits

b) Not knowing how to prepare for and take examinations

c) Meeting deadlines for submission of term papers or writing tests examinations and assignments.

d) Doing group work co-operatively

e) Not knowing how to use the library

f) Not knowing how to adjust to different course lecturers

g)   Not knowing how to cope with poor academic performance

h)   Not knowing how to cope with new forms of distance learning strategies apart from the printed material packages they are familiar with. For example, a combination of: interactive audio or video tape materials; television aided learning; overhead projector; and computer-assisted instruction programmes which may include internet and computer referencing. The variety of these forms may create problems for many distance learners.

i)   The student may need counselling on the type of course or subject he has been enrolled for. He may inquire if he can cope or continue the course.

Other forms of problems that learners pass through as stated by Camosun College (2011) which is often of a personal nature but directly affect academic progress include:

a)   College adjustment

b)   Time management and procrastination

c)   Learning styles

d)   Exam or public-speaking anxiety (coping with test anxiety and reducing exam anxiety)

e)   Educational decision-making

f)   Conflicts in the classroom or with the instructor

g)   Withdrawal from courses.

From the aforementioned, Akinade (1998) affirmed that the overall effect of the types of stress is the taxing of the learners' coping methods to their very maximum. Much as these coping methods may become over-stretched, there may be breakdown, and if there are no immediate sources of help, the aforesaid problems (educational stress) may manifest. These problems may thus require students to seek counselling. The provision of educational counselling which will identify the specific problem, its origin, prevention, treatment or control therefore becomes imperative.

The Alberta Learning Information Service (ALIS) (2009) acknowledged that individual students and groups of students in general, parents and even teachers benefit from educational counselling as follows:

a) Advising students on educational, personal and career-related issues.

b) Counselling students who are experiencing personal, social, educational or behavioural problems.

c) Providing career or vocational counselling services which may include administering tests and inventories to help students identify their interests, aptitudes and abilities.

d) Collecting and making available a wide range of educational and occupational information (for example, information about awards, scholarships and financial assistance programmes)

e) Establishing and supervising peer counselling and peer tutoring programmes.

f) Acting as a resource for teachers and faculty members involved in helping students or graduates identify and pursue employment opportunities.

g) Presenting self-help or information sessions on subjects related to education and career planning.

h) Helping students improve their study habits

i) Assisting students interested in travel and study programs

j) Referring students to appropriate services and agencies when required.

From the foregoing, it could be deduced therefore that educational counselling is aimed at helping individuals to resolve critical life issues since a change in behaviour and clarification of attitudes and goals are involved. If learners' problems can be resolved due to the fact that educational counselling renders services to learners who require assistance in making decisions about certain vital aspect of their education,

challenges of study behaviours that beset distance learners can well be modified through educational counselling.

2.5   EDUCATIONAL COUNSELLING PACKAGES

Educational counselling, as defined by UNESCO (2000, p.9) "increases pupil's knowledge of educational opportunities". It is a process of rendering services to pupils who need assistance in making decisions about certain important aspect of their education such as choice of courses and studies, decision on interest and ability, choices of college and high school. Akinade (1998) supported this by stating that educational counselling assists with problems of learning, teaching and of education generally involving all categories of learners, whether regular or distance education students from primary to tertiary levels. He also affirmed that the purpose of educational counselling is to assist the learner utilize the most of his educational opportunities. This in essence translates to educating the learner towards becoming a cultivated individual and at the same time preparing him for participation in a life activity which will be socially useful and personally satisfying.

Furthermore, educational counselling assists learners in taking steps needed to achieve goals and desires. This in other words: helps learners achieve their full potential; builds awareness and responsibility for their own lives and a sense of empowerment and fulfillment; provides time to focus on what is important and how to achieve it; provides structure to get to the chosen destination; encourages, supports and motivates them to move forward; and provides a belief in themselves to achieve what they want. (Youth Empowerment Services, 2007). From the foregoing, it can be deduced that educational counselling is solution orientated. Since it is a partnership based on what learners want to achieve and the steps needed to achieve their goals and desires (Youth Empowerment Services, 2007), its importance in distance learning cannot be overemphasized.

Distance learners, according to Usun (2004) are often placed in a unique situation in which neither teachers nor fellow students are physically present to clarify, discuss, or provide feedback. Hence, they must be provided with learner support which is the resources that learners can access in order to carry out the learning processes. He declared that a support system developed in recognition of students' needs help the distance learner to become competent and self-confident in learning, social interactions and self-evaluation. This in other words contributes to the procedure of a course as do the learning material. He then identified academic counselling otherwise known as educational counselling, inclusive of packages such as tutorial, academic advisory services and counselling services and administrative functions, such as delivery of study materials as part of some systems or procedures that are purposefully created and effectively utilized by a distance education institution to support and/or facilitate teaching and learning at a distance.

Suffice it to say that designing educational counselling packages provide services that create feeling of belonging for students who do not have access to traditional clues. Against this background, Usun (2004) then identified some packages that distance learning institutions can design to meet learners' needs. These include:

a) **Academic advisory services, counselling, pre-admission counselling, mentoring and job placement**. The accuracy and appropriateness of the advice and information given to students can be accomplished by having contact with trained academic advisors, by telephone and email or by providing periodic on-site advice at off-campus locations.

b) **Tutoring and delivery of course materials and access to library materials and facilities.** Since the teacher is only one type of resource that the learner can access, the role would be that of a facilitator, linking learners to other resources and providing adequate support to empower the learner to exercise control over the learning experience.

c) **Providing access to outside resources** that may be of educational interest.

d) **Provision of special advisers and student orientations, administrative assistance (for example, record keeping, admission and registration information), non-traditional schedules and customized programmes, services, business and institutional partnerships that are user-friendly for example, classroom management issues outside of instruction and specific technologies** for successful delivery of programmes.

e) **Use of interactive communications technology in which learners are constantly connected to several resources (such as the library and databases and other learners, both on and off-campus) and also receiving feedback.** For this to work, learners would be taught how to use electronic networks. In addition, use of electronic communication technologies such as phones, radio, audio tapes, video and television should be encouraged. With the advent of technology, the list keeps on growing as new innovations are made by the day, especially in the developed world.

f) **Setting up a peer interaction and learning arrangement or a collaborative learning network** so that learners can teach and assist each other without depending on the teacher.

g) **Teaching learners cognitive strategies and self-directed learning skills** so that they would be more capable of taking charge of their learning experiences. These skills can be taught in orientation programs before classes begin.

h) **Teacher's guidance and direction** to assist students develop control of the educational process and to achieve their goals.

Usun (2004) however reiterated that institutions should offer such services depending on their capacity and resources at their disposal.

The Youth Empowerment Services (2007) also outlined some sessions of educational counselling package that can be designed for distance learners. These include:

a) Organizational skills - Habit forming.

b) Time management skills - Homework & assignments.

c) Direction - Working on strategies to move forward.

d) Goal setting – achievement.

e) Accountability - improved performance.

f) Overcoming anxiety.

g) Building confidence within oneself.

h) Relaxation and time out sessions.

i) Removing blocks and negative thoughts, and

j) Discussing issues that are important to the learners.

Other forms of educational counselling packages as designed by the counsellors in Insight Education-College (2006) for their students include the following:

i.   **Study skill**. In order to proffer solution that will bring together efficiency, improved learning and better grades into a student's study style, study habits that will help efficiency and effectiveness in preparing for homework, testing and examinations should be taught. The use of grade trackers, daily study logs and time management charts to help students manage their time well and stay disciplined in their studies therefore becomes imperative.

ii. **Academic and curriculum planning**. This is done in consideration of each student's abilities and college dreams. For example, the advice in academic planning might entail taking summer courses or preparing for next year's classes ahead of time.

iii. **Standardized testing.** Students find this challenging and often confusing, hence, they need to be guided on the following, "when should one take which test?, how should one prepare for each?, how will college view the scores?, how many Subject Tests are required?." This will help to inform and guide students through the process,

assign problems from actual tests, offer free unlimited diagnostic testing and analysis, and answer any test questions that students might have.

iv. **Extracurricular activities and honors and award**. Students are exposed to these opportunities to gain recognition for their unique talents. They are also motivated to get involved in such activities, especially in the areas they are passionate about which will set them apart from other qualified applicants.

v. **Leadership.** Students are encouraged to take small steps to rise to leadership positions. Leadership qualities and characteristics are developed in students to equip them with the skills necessary to succeed in life and also help them stand out through the college.

vi. **Summer planning**. The entire summer is planned out in detail, to make sure that students make efficient use of their time through opportunities that challenge them and also teach them something along the way. Exciting and unique opportunities and internships are designed for students to help them get excited about their academic and extracurricular interests.

vii. **Major exploration.** The purpose of major exploration is to expose students to the plethora of college majors in the science, humanities and engineering fields and to explore possible areas of interest. This knowledge is then used to help learners pursue their interests and also plan and guide both academic and extracurricular involvement.

viii. **Teacher relationship.** Insight Education-College Counsellors (2006), advise students to develop a strong and personal level relationship with their teachers to improve their chances for academic success and also as a fundamental learning tool. This includes friendship greetings, asking for one-on-one assistance during tutorials and being an active participant in class.

From the foregoing, it can be deduced that the need for a well designed educational counselling packages will provide services that create feeling of belonging for students. Its effects in modifying challenges of study behaviours of distance learners cannot therefore be overemphasized in the operations of distance learning system.

2.6   CHARACTERISTICS OF DISTANCE LEARNERS

Every man has a peculiar character or behaviour which makes him different from others. Even the identical twins are not identical in the way they behave because of their individual differences. So also are students in the classrooms. No matter the kind of behaviour they exhibit, their primary role is to learn. Suffice it to say that in a distance education setting, the process of student learning is more complex because of the peculiar nature. Ipaye (2005) cited Schuemer (1993) and argued that the distance learner lacks the immediate support of a teacher who is present and able to motivate, and if necessary, give attention to actual needs and difficulties that crop up during study. However, this does not mean that those in the conventional system are better off. A general comparison of learners in conventional system and distance learning system as stated by STRIDE, IGNOU (2001), reveals that:

> …The conventional learner belongs to an institution, but a distance learner is a member of many institutions, most of which (e.g. work, family etc) take precedence over the institutions, which provides his/her courses. In the conventional system, the learner is in easy contact with the institution. However, in the distance education system, he/she is isolated as contact with the University is infrequent and often takes place across a distance…Distance learners who are mostly adults have equal responsibilities towards their job, family and other commitments. A "Conventional'' learner is not burdened with such commitments, he/she mostly identifies him/herself with the institution and the peer group that he/she is associated with. (pp. 12-13).

From the above therefore, the need for counselling strategies to improve study behaviour can be clearly understood if we take a look at the type of learners that enroll in DLS. Ipaye (2005) noted one important factor in distance learning is that of isolation of the students. He stated that the distance learner is usually isolated because he misses the motivational and emotional factor arising from contact or competition with other students. He then goes further to describe distance learners as:

i). Adults, most of who are well over 20 years of age (on the average, older than the conventional students);

ii). Family men/women, adding another dimension to their lives by going into part-time studies whereby they must coordinate the different areas of their lives which influence each other – their families, jobs, spare time/leisure, their travels, religion and studies.

iii). Workers, for example bankers, military/Para-military etc. engaged in long hours of duty and tedious schedules, or unemployed with lots of time spent on job hunting either physically or on the web.

iv). Having broken contacts with formal school situation for a long time and now returning to education after a gap of so many years. (Re-entering studying and learning situation may become rather hard to handle);

v). Church workers with many homes to visit during the week, or Muslim clerics with many Jamaa to attend to during the week;

vi). Businessmen/women with a globetrotting or nationwide traveling agenda, farmers or artisans with long hours of physical exertion at week and petty traders who leave home very early in the morning and return late in the evening;

vii). Politicians with long hours of meeting during the day and nocturnal hours of caucus meeting at night;

viii). Drivers with long and tedious journeys to cover or with no predictable schedule;

ix).   Adults with good and comfortable accommodation, easy life style and living a life of abundance, luxury and opulence or as adults living in just one bedroom with the entire family etc.

Koul (2004) buttressed these descriptions by grouping distance learners into three categories. These are summarized as follows:

Category 1: Have confidence in their ability to work on their own; Confident enough to think they can succeed without any guidance from a counsellor and; May finally need help in spite of being sure of their abilities to succeed without the help of a counsellor.

Category 2: They need talking to. Having someone to help in solving their problems give them reassurance about the system as well as build a little more confidence in them and; They need face-to-face support system to make all the difference between withdrawing from the course and completing it.

Category 3: This category falls between the first and second categories because they sit on the fence. They approach the counsellor for help only when they run into intractable problems.

Furthermore, Lieb (1991) identified some characteristics of adult learners. He affirmed that adults:

i).   **Are autonomous and self-directed**. They need to be free to direct themselves. Their teachers must actively involve adult participants in the learning process and serve as facilitators for them, specifically, they must get participants perspective about what topics to cover and let them work on projects that reflects their interests. They should allow the participants to assume responsibility for presentations and group leadership. They have to be sure to act as facilitators, guiding participants to their own knowledge rather than supplying them with facts. Finally, they must show participants how the class will help them reach their goals (for example, via personal goals sheet).

ii). **Have accumulated a foundation of life experiences and knowledge**, that may include work-related activities, family responsibilities and previous education. They therefore need to connect learning to this knowledge/experience base. To help them do so, they should draw out participants' experience and knowledge which is relevant to the topic. They must relate theories and concepts to the participants and also recognize the value of experience in learning.

iii). **Are goal-oriented.** Upon enrolling in a course, they usually know what goal they want to attain. They, therefore, appreciate an educational programme that is organized and has clearly defined elements. Instructors must show participants how this class will help them attain their goals. This classification of goals and course objectives must be done early in the course.

iv). **Are relevancy-oriented**. They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them. Therefore, instructors must identify objectives for adult participants before the course begin. This means, also, that theories and concepts must be related to a setting familiar to participant. This need can be fulfilled by letting participants choose projects that reflect their own interest.

v). **Are practical**, focusing on the aspects of a lesson most be useful to them in their work. They may not be interested in knowledge for its own sake. Instructor must tell participants explicitly how the lesson will be useful to them on the job.

vi). **Need to be shown respect**. Instructors must acknowledge the wealth of experience that adult participants bring to the classroom. These adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in class.

Derbyshire (1966), Draves (1984), Lieb (1991) and Thoms, (n.d) also cited some adaptations on the characteristics of adult learners from Journal of Distance Education

(1990, p. 45, 48 & 104) and established that adults are more realistic. They have lived long, have a different perspective of life and see life as a set of realities; Have had more experiences; have insights and see relationships not discerned by children; Have a sense of what is likely to work and what is not − a sort of accumulated wisdom; Have needs which are more concrete and immediate than those of children; Have lived to see theory applied to practical problems and are not a captive audience. They attend voluntarily and if interest is lacking, they are inclined to stop attending.

In addition, the work stated that adults: Are used to being treated as mature persons and resent having teachers talk down to them; Enjoy having their talents and information made use of in a teaching situation; Groups are likely to be more heterogeneous than youth groups; Differences increase with age and mobility. Therefore, adults come from a wider variety of backgrounds and intelligence levels than youth. Through their fifties and sometimes will beyond that, can learn as well as youths. Although because of a slowing up of physical equipment, they may not perform some school tasks as rapidly as children; Are sometimes fatigued when they attend classes. They appreciate any teaching devices that add interest and a sense of liveliness, variety of method, audio-visual aids, change of pace and a sense of humour; Attend classes often with a mixed set of motives, for example, educational, social, recreational, and sometimes out of a sense of duty; Are used to making decisions; Are busy people and have to deal with emergencies and unexpected situations.

Furthermore, adults: Have accumulated a foundation of life experiences and knowledge; Are relevancy oriented; Have barriers against participating in learning; Have a preferred learning style and need respect; Have first-hand experience; Have set habits and strong taste; Have a great deal of pride, but their ways of "showing it" varies; Have tangible things to lose so are very cautious in the educational environment; Have preoccupations outside the learning environment; May be bewildered by options

(sometimes); Have developed group behaviour consistent with their needs; Have established a rational framework (values, attitudes, etc) by which they make decisions; Respond to reinforcement, especially positive reinforcement; Have a strong feeling about the learning situation; In most cases can (and want to) change to better themselves; May have prejudices which are detrimental to the learning environment or to the institution; Learn from reinforcement (thrive on it); Have a strong need to apply what is learned-and apply it now!; Want to be competent in their application of knowledge and skill; Want a choice in what they learn, and; Like their "creature comforts" in room, furniture, equipment and refreshments.

Despite the fact that adults have characteristics that set them apart from "traditional" school or college learners, yet, they come to courses with a variety and range of experiences, both in terms of their working life and educational backgrounds. This however impacts on how and why they participate in learning. While each student has individual learning needs, there are still some characteristics that are common to adult learners. These are thus discussed as follows:

i). Adults have accumulated life experiences. Adults come to courses with experiences and knowledge in diverse areas. They tend to favour practical learning activities that enable them to draw on work and what is not. Adults are realistic and have insights about what is likely to work and what is not. They are readily able to relate new facts to past experiences and enjoy having their talents and knowledge explored in a teaching situation.

ii). Adults have established opinions, values and beliefs which have been built up over time and arrived at following experience of families, relationships, work, community, politics, etc. These views cannot be dismissed and must be respected.

iii. Adults are intrinsically motivated. Learners increase their efforts when motivated by a need, an interest, or a desire to learn. They are also motivated by the relevance of

the material to be addressed and learn better when material is related to their own needs and interests. For learners to be fully engaged in learning, their attention must be fully focused on the material presented.

iv. Individual differences. Adults learn at various rates and in different ways according to their intellectual ability, educational level, personality and cognitive learning styles. Teaching strategies must anticipate and accommodate differing comprehension rates of learners.

v. Adults learn best in a democratic, participatory and collaborative environment. Adults need to be actively involved in determining how and what they will learn, and they need active, not passive, learning experiences.

vi. Adult students are mature people and prefer to be treated as such. Being 'lectured at' causes resentment and frustration.

vii. Adults are goal oriented/relevancy oriented. Adults need to know why they are learning something. Adults have needs that are concrete and immediate. They can be impatient with long discussions on theory and like to see theory applied to practical problems. They are task or problem-centred rather than subject-centred. Adults tend to be more interested in theory when it is linked to practical application.

viii. Adults are autonomous and self-directed. They are self-reliant learners and prefer to work at their own pace. Individuals learn best when they are ready to learn and when they have identified their own learning needs. Where a student is directed by someone else to attend a course, e.g. by an employer, then that individual may not be ready to learn or may not see the value in participating on that course. This can lead to a mismatch of goals between all parties-student, employer and trainer.

ix. Adults are practical and problem-solvers. Adults are more impatient in the pursuit of learning objectives. They are less tolerant of work that does not have immediate and direct application to their objectives. Problem based learning exercises are welcomed

as they build on prior experience and provide opportunity for practical application of materials/theories covered.

x.   Adult are sometimes tired when they attend classes. Many students are juggling classes with work, family, etc. They, therefore, appreciate varied teaching methods that add interest and a sense of liveliness to the class.

xi.   Adults may have logistical considerations, including: Family and caring responsibilities including: childcare and/or eldercare; Careers; Social commitments; Time; Money; Schedules; and Transportation.

xii.   Ageing concerns. Adults frequently worry about being the oldest person in a class and are concerned about the impact this may have on their ability to participate with younger students. Creating an environment where all participants feel they have a valuable contribution can work to allay such concerns.

xiii.   Adults may have insufficient confidence. Students come to class with varying levels of confidence. Some may have had poor prior experiences of education leading t feelings f inadequacy and fear of study and failure.

Judging from all these, it could be concluded that distance learners could be man or woman, young lady or young man, thin or fat, tall or short with low, medium or high intellectual ability. Whatever their characteristics, they are as varied as the number of students but different from the others. Yet, all of them are distance learners whose main role and interest is to learn. This in essence has made the task of counselling the distance learners very challenging because motivation, dedication, planning, strategizing and the ability to analyze and apply the information being taught and learnt is required.

2.7   STUDY BEHAVIOURS OF DISTANCE LEARNERS

The study behaviours of distance learners cannot be over emphasized as they are mostly adults. As stated by Ekennia (1991, p.5) study behaviour is "giving time and attention to gaining knowledge of a subject". It is a resolute and conscious effort of an

individual aimed at acquisition of knowledge in any area of human endeavour. He further reiterated that the concept of study entails all persons are engaged in variety of study as they make efforts to gain knowledge in their interaction with persons and the environment. This is in consonance with Ipaye's (2005) opinion that, reading is a habit, studying is work but both are needed acquisitions for a successful academic pursuit in the school system.

Ekennia (1991), buttressed this assertion by stating that most often, students take studying for granted and part of the effort a learner must make to succeed is to cultivate a good reading culture which in essence, means studying well. Eze (2007), supported this point by stating that Nigerian educational system has been faced with some challenges which include poor teaching habit and poor learner concentration. In addition to this, he lamented that the most throbbing problem that can be seen as the basis for the rest of the problems is learners' general poor reading culture – an off shoot from the seed of poor study habit. He then concluded that the howl over fallen standard of education cannot and can never be ameliorated without full devotion and embrace of cultivating good study habit. Ekennia (1991) then clarified that studying is purposeful and goal-oriented, involving the application of total behaviour pattern (covert and overt). It includes varied activities such as attending to academic assignment, practical activities, concentrating, learning, absorbing facts, coding and reorganizing facts in the thought system to make recalling of retained materials easy and effective.

From the foregoing, it can be deduced that the process of study is psychological because it affects individual thinking, social interaction, personality and physical activities (Ekennia, 1991). Since study also includes concentrating, learning and absorbing facts, then the effectiveness of adult learning varies with learning ability but this can be affected by the approach the adult takes to the learning activity. Suffice it to say that the NTI distance learners are isolated, they face the inconvenience that impact on their studies most often because they are prone to studying alone without contact with their course tutors and

course mates for most of the time. This in essence can become so uncomfortable and uninteresting because they are bound to miss the motivational and emotional factors arising from the contact with other students.

Yaya (2006) also upheld this fact and opined that distance learners are isolated and are deprived of many facilities through their isolation in their learning transaction. They are also isolated from the distance learning institution and its facilities, from their teachers, from other learners and sometimes from their own family and friends. Such isolation could inhibit, if not prevent dialogue which is one of the components of education, thereby making studying at home to be generally difficult. He then supported this declaration by stating that:

> It is easy to procrastinate, easy to convince oneself that other duties must be completed before studying. Work can easily take precedence over study for many distance students. After all, it is work that pays the bills, including the tuition bills, and therefore many students believe it must come first. A sudden deadline at work can take precedence over a class assignment. An unexpected out-of-town trip can eliminate three evenings planned for study, and increased pressure and stress at work can make concentrating on textbooks difficult. (p.104).

Suffice it to say that distance learners are prone to experiencing physiological, psychological, economical, social and educational problems because they have limited interactions with their course mates, tutors and supervisors for several months except during contact sessions and examination periods. In NTI DLS, these problems are partially addressed by provision of face-to-face contact support, which provides opportunities for learner-learner, tutor-learner and instructional-media learner interactions. Learning at a distance can be very demanding because of the absence of a teacher. Most of the times, distance learners are expected to learn for a good proportion of their time on their own,

which in essence creates problems when studying f. Hence, the need for counselling service that will alleviate these problems.

It is necessary at this juncture therefore to examine some of these problems so as to understand their study habits and to appreciate why counselling is needed for improvement. As stated by COL (1999), distance learners have the following typical problems: Family pressures; Worries about work and money; Lack of books and libraries; Lack of their own study space; Isolation, because they have little or no opportunity for face-to-face contact with the institution, their tutors and fellow learners; Lack of transport to get to tutorials; Lack of confidence; No undisturbed study time; Low levels of reading ability; Too busy to attend tutorials; Difficulties organizing studies and finding sufficient time to study; Difficulties balancing work, study and family commitments; Lack of motivation; Lack of resources and equipment because they may not have access to specialist libraries or practical equipment needed for studies; Difficulties in developing appropriate study techniques such as note taking and essay writing and; Difficulties receiving feedback on assignments that is timely and useful.

In addition to the above, Yaya (2006) who cited Koul (COL, 2004) gives the following typical student problems that an institution's support system should address. These are tabulated in table 1 thus:

Table 1: Typical Students' Problems

Type of difficulty	Examples
Study and learning	i. Managing their time.
	ii. Preparing written work such as assignments and essays.
	iii. Being able to learn from text (students often see text as something to be learnt by heart and lack strategies for understanding and critiquing text).
	iv. Understanding difficult material.
	v. Unhelpful course information.
	vi. Dissatisfaction with tutorial.
Interacting at a distance	i. Feeling isolated and alone
	ii. Feeling that he/she is different from the "other" students, e.g. "they are cleverer" they understand the course better than I do.
	iii. Not knowing who to contact about various problems.
	iv. Being in awe of tutors and staff whom they have never met.
	v. Not having the skills to initiate and sustain relationships at a distance.
Personal	i. Lack of a place to study.
	ii. Lack of access to libraries.
	iii. Not able to attend tutorials or local centre activities.
	iv. Family or work commitments.
	v. Financial costs.

*Source: Koul (COL) 2004, p.115 (as cited by Yaya 2006, p.80).

From the aforementioned therefore, it could be deduced that distance learners in Nigeria have some unique challenges, which are not to be farfetched because of their peculiar nature. Ipaye (2005) then argued that distance learners are voluntary learners and are more aware of themselves, the context of learning and the demands on them. Since this is their peculiar situation, they have some expectations that will help alleviate their problems to meet up with.

Some of these expectations bother on the fact that though they are voluntary learners: Their bedrooms, sitting rooms or sometimes kitchen or cars could become their lecture rooms or theatres except during face-to-face contacts or tutorials; They need no one to prompt or push them to read and study; Their paper, essay and other written work, have to be of acceptable standard befitting University products. Though there are no physical punishments awaiting them for not completing their assignments on time, however, there are repercussions for doing so; They must read and study to do well despite the task of studying alone which could be lonesome, boring and non-motivating; They are expected to be cue-conscious as they read and study so that they can structure the mass of information and materials into easy and portable portions to handle (summary); They are expected to do real learning and to consciously distinguish between learning and understanding.

In other words, they need to do more generalizations from the materials read and studied; They need to be more holistic in the organization of materials they are studying and; They have to develop a perspective, a point of view and adopt general principles which they should apply gradually to specific situations and issues. By this, learning becomes more of learning for life rather than learning in school. If distance learners meet up with these expectations therefore, their study behaviours would be improved and, effective and productive studying would be achieved.

Ipaye (2005) argued further by saying research had revealed that as adult learners, with lots of experiences, their learning will tend to be more thematic rather than being "a

taken for-granted" affair. In addition, he reaffirmed that study is essentially a most personal concern and no matter the techniques tried and researched, they will be ineffective if they do not meet the needs of the individual person and the demands of the task. He then concluded by stating that:

> Most Nigerians are not a reading people. Many students have rather poor reading and study habits and do not show effective learning strategies. Majority of our students in the University therefore need redemption from failure as a result of these. Often we use the words reading, studying and learning as if they all mean the same thing. They do not; but they are linearly connected and inter-related…a student needs to be efficient in the three to make a success of his or her academic work and life. (pp 6-7).

The above discourse therefore reveals that distance learners may be prone to challenges of study behaviours. That counselling strategies have the potential to clarify their motives, meet their expectations through successful study and bridge the educational gap as it affects their studies, domestic activities and work routines can therefore not be an overstatement.

In a developing nation like Nigeria, distance learners are prone to experience physiological, psychological, economical, social and academic challenges during studying. Some of these learners combine studies with work routines, experience isolation, boredom, loneliness, are aged, learning at a distance before contact sessions with tutors and fellow learners, socio-economic well-being, domestic, financial, marital and family responsibilities, anxieties, delay in supply of course books, untimely conduct of examination or delay in the release of results, tension/anxieties, distance between study centres and their homes, state of health, personal problems, delay in information gathering and dissemination and communication breakdown. This is so because they have limited interactions with their course mates, tutors and supervisors for several months except

during contact sessions and examination periods. This experience therefore becomes very challenging because most of the time, distance learners are expected to learn for a good proportion of time and on their own, which, in essence, creates more study behaviour problems for them.

Ipaye (2005), confirmed that some students are prone to facing some challenges when they read and study. Some of these problems are not farfetched. For instance, some students' minds may start straying away while they stare at the pages; some students easily doze off, while some sleep away shortly after beginning to read or study; may start studying or reading, but one hour later, they are still only two pages away; may have read ten pages of an assignment, yet, they still have not been able to jot down any point on their own; and, experience inability to get an essay started or not knowing what opening statement they need to begin with. In addition to this, some experience inability to concentrate; persistent failure to retain what they have read, or have been reading over and over for hours; difficulties with working out a problem in a systematic and logical manner; problems with time management as they read or study; have difficulties getting over procrastination or have problems of seeing a task to the end; have the problems of keeping themselves up and maintaining their morale and motivation as they read and study.

From the outline of students' problems, it will not be an understatement to say that distance learners suffer the same problems, just like any other conventional learner. It is quite apparent that majority of the students that enrolled into the NTI DLS are adults who study while working and may be unprepared for self-study or even have limited ability for self-study which can to some extent, result into defective study habit. Students can be surrounded by an assortment of course materials, cassettes, centre for educational technology and so on, but unless they devote time to study, are properly assisted by their tutors and above all, are provided with effective counselling services for the challenges they may be facing, the students may not achieve much.

Printed course texts form the main medium of instruction in the NTI DLS and students must devote time to study these texts. These books were developed following strict adherence to set standards and how they are to be used. The books have also provided various learning experiences and activities which, if well implemented, will assure quality. But if distance learners do not make decisions for themselves and manage their learning with increased interests in studying these materials, then, they may stand the risk of not becoming better motivated learners which can culminate into study behaviour challenges as the case may be. In fact, their nature and characteristics can also be an impediment to how they study, because as people grow older, they learn in a different manner, they need information and have special needs and requirements.

Some of these as stated by COL (1999), include the following: Information to help learners relate to the institution and understand its system; Contact with tutors to help maintain motivation and overcome learning problems; Institutional identity, which is the means of helping learners identify with a remote institution and to feel that they are part of a body of learners rather than studying in isolation and; Advice on how to study in addition to that provided within the course itself. Learners often need additional support or guide to good study techniques.

In view of this, it is apparent that if distance learners do not form the habit of effective and productive reading and studying which are needed requisitions for a successful academic pursuit, then, they will be prone to experiencing challenges when they study. Perhaps this is what propels Ipaye (2005), to posit that while reading habit has some specific skills which one must acquire in order to effectively maintain the habit, studying also has its own special skills, methods and strategies in accomplishing it. He then reiterates that:

…both reading and studying, however, interrelate in carrying out any academic

work. By common sense, it could be safe to assume that constant reading, that is,

the habituation of reading will mean practice of one's materials over and over, which in turn should lead to a better understanding of the materials studied. No student ever goes through university successfully without reading and studying. People, however, approach reading and studying in different ways, some productive while some are ineffective. The degree of success while learning and the amount of information learnt while studying depends largely on an individual's beliefs about what learning is all about and upon the individual's perspective of learning. Many students leave University with poor grades and low classifications, among other reasons, because they believe that studying is no work and because they have poor reading habit and develop ineffective studying strategies (p.3).

The above assertions justify the fact that reading and studying interrelate in carrying out any academic work. However, except distance learners devote time to study, they will be prone to having challenges because as distance learners, there are issues relating to creating time between their crowded programmes at work, social engagements, cultural demands, religious obligations and time to read and study.

These issues when unresolved certainly culminate into challenges in their study behaviours as stated by Ipaye (2005) thus: Tendency to feel inadequate, sorely and severely distracted; Showing no interest or rating other things higher; Doing the wrong thing at particular times or even allowing study materials to grow taller than them; Difficulty in getting oneself organized for study and for reading; Problem of preparing for test and examinations, studying alone or in a group, avoiding dependence on only hand outs or just one study material or just one source of information and getting to learn how to use multiple sources in obtaining information and enriching knowledge; Difficulty in determining what the demands of a course of academic study actually are; Not having the immediate and direct support of a peer group; Not having ready access to the lecturer and not sure of being in the higher academic pursuit; Lack of familiarity with the technology

used for delivery of the distance education course, and; Trying to memorize course material from cover to cover and ending up with a poor understanding of that course material.

Another issue that can culminate into challenges in study behaviours is anxieties. These anxieties may be the legacy of their prior experience of education or as a result of an extended absence from an educational environment. Adults may therefore have many anxieties about learning and returning to an educational environment, which if not managed correctly, can impart on the learning process (Anxieties of Adult Learners, n.d.).

Examples of such anxieties that may arise include: Fear of future; Concern about being the oldest member f the group; fear of being made to look foolish; Fear of the new technological environment and the implication this has for their study for example, use of the internet and e-mail, producing assignments, assessing the library; Concern about their ability to contribute and make intelligent worthwhile inputs in classroom discussion; Doubts about coping strategies–juggling family, career and social commitments with demands of studying; Consideration about physical impairments, such as fading eyesight or hearing which may impact on their participation in class; Concern about application processes to colleges or education providers. For example, sometimes the language of course brochures and/or application forms can be confusing as it assumes a certain amount of knowledge about education systems and structures; Distrust about their own abilities and about how valid or worthwhile their experience is in relation to the topic at hand; Questions about their study skills, for example, note taking, reading when to stop as they become more immersed in a subject; Fear of assessment and confusion about what is expected, particularly regarding more formal assessment exercise such as exams; Worry about the distinctions between academic writing and informal writing, and when it is necessary to use references and quotations; Concerns about external influences, for example, a need to require a skill for employment purposes.

Akinade (1998), on the other hand stressed that distance learners are expected to be mature, nevertheless, it does not shield them from educationally related problems and other responsibilities which may give them anxiety. For instance, he noted that a distance learner may need counselling on the type of course or subject he enrolled for (that is, if he can cope or continue). All these may lead to educational stress which can culminate into challenges in their study behaviours. He then identified these challenges to include: Meeting deadlines for submission of term papers or writing tests examinations and assignments; Doing group work co-operatively, and; Not knowing how to: acquire good study habits; use the library; prepare for and take examinations; adjust to different course lecturers and locating specialist rooms with ease; relate to the campus environment; cope with University level work or poor academic performance; cope with new forms of distance learning strategies apart from the printed material packages they are familiar with (for example, a combination of interactive audio or video tape materials, television aided learning; overhead projector and computer-assisted instruction programmes which may include internet and computer referencing). All these may in one way or the other create problems for many distance learners.

From the foregoing, it can be seen that these and other related problems/challenges can deprive distance learners from making the best of their study period to excel in their academic life. The need to acquire the habits, techniques, correct positive attitude and the strategies of reading and studying not at random time, places or subject therefore becomes imperative. According to Oyetunde (2000), studying is making a deliberate effort to remember what has been read or learned. Distance learners are therefore not exempted from cultivating good study habits as it is one of the keys to their main interest in learning at a distance. Once they form the habit which becomes a behaviour that is repeated until it is automatic, they will then dedicate themselves to the

application and the task of studying which will assist them to become engrossed in a process of learning, practice and enlightenment.

2.8 THEORIES OF ADULT LEARNING AND PSYCHOSOCIAL DEVELOPMENT

The way adults behave and learn has many presumptions. The theory of adult learning, otherwise known as "Andragogy" and theory of psychosocial development (personality development) will be relied upon to clarify adults' behaviour and how they learn. This will shed more light to the study of adult learners and their problems.

2.8.1 Theory of Adult Learning – Andragogy

Adult learning theory has since the 1970s offered a framework for educators and trainers whose job it is to train adults (Edmunds, Lowe & Seymour, 1999). According to Teaching Excellence in Adult Literacy (TEAL) (2011, p.1), "there is no single learning theory that can be applied to all adults". Adult learning theories give insight into how adults learn. These theories also help educators to be more effective in their practice and be more responsive to the needs of the learners they serve (TEAL, 2011). This fact thus reviewed three major adult leaning theories viz. andragogy, self-directed learning and transformational learning. As stated by TEAL (2011), Self-directed learning is a method by which individuals take the initiative, without the assistance of others in planning, carrying out, and evaluating their own learning experiences. Transformational Learning on the other hand, is referred to as learning that transforms the way individuals think about themselves and their world. This otherwise, involves a shift of consciousness.

When adult education first became popular in the early 1900s, it was assumed that the same methods and techniques used to teach children, that is, pedagogy, could also be applied to adults. Consequently Whitehead (2005), had to reinstate that:

The way an adult learn is different from the way a child learns…this is the most

basic principle behind the educational theory known as andragogy. The term

means man-lead as opposed to child-lead, which is the literal meaning of the word andragogy (p.1)

From this statement therefore, it could be deduced that the two terms, andragogy and pedagogy are different educational principles. To clarify this notion then, the word "andragogy", a term popular in the German education circles was resurrected in 1973 by Malcolm S. Knowles to create a unified theory of adult learning. Andragogy, from the Greek word "anere" for adults and "agogus" refers specifically to the art and science of helping students learn. (Mager, 1992). Andragogy, as it had been propounded by Knowles (1973), can then be said to be based on series of concepts and assumptions. Conner (2007), on the other hand took on a broader meaning and defined andragogy as a learner-focused education for people of all ages.

Mager (1992), as cited by Edmunds et al (1999, p.9) then buttressed this by stating that "everyone comes to the learning situation with a life time of experiences, regardless of age" except that the "life time experiences of each learner are different from those of others". Whitehead (2005), acknowledged that Knowles boiled this theory down to some key concepts which affirmed that adult learners draw on life experiences in their learning activities and that the learning focuses on problem – solving. Applying andragogy in a distance learning system can then make for enriching learning experience.

The Springhouse Corporation (1990), also stressed that Knowles used Piaget's and Erikson's works to study the adult learner. Here, Knowles believes that the adult learner brings life experiences to learning. Adult learners are therefore in charge of their own learning and can only be encouraged to use their own judgement and decision-making capabilities to help them improve on their study habits.

2.8.2 Theory of Psychosocial Development

Erik Erikson's theory of psychosocial development according to Wagner (2005) is one of the best-known theories of personality in psychology. She stated that Erikson believes personality develops in a series of stages with an impact of social experience across the whole lifespan and the development of ego identity is the conscious sense of self that is developed through social interaction. Going further, she affirmed that ego identity constantly changes due to new experience and information that is acquired in our daily interactions with others.

Harder (2002), then gave a brief insight into these stages by acknowledging that Erikson organized life into eight stages that extend from birth to death. She stated further that Erikson divided the stages of adulthood into the experiences of young adults, middle aged adults and older adults since adulthood covers a span of many years. The stages as described by Harder (2002), and Wagner (2005), are as follows: Psychosocial Stage 1 (Infancy: From Birth to 18 months); Psychosocial Stage 2 (Early childhood: from 18 months to 3 years); Psychosocial Stage 3 (Play Age: 3 to 5 years); Psychosocial Stage 4 (School Age: 6 to 12 years); Psychosocial Stage 5 (Adolescence: 12 to 18 years); Psychosocial Stage 6 (Young Adulthood: 18 to 35); Psychosocial Stage 7 (Middle Adulthood: 35 to 55 or 65); Psychosocial Stage 8 (Late Adulthood: 55 or 65 to death)

It does appear that each stage in Erikson's theory is concerned with becoming competent in an area of life. Hence, if the stage is handled well, the person will experience a sense of mastery, which he sometimes refers to, as ego strength or ego quality, and if the stage is managed poorly, the person will emerge with a sense of inadequacy. In each stage therefore, Wagner (2005), upheld that Erikson believes people experience a conflict that serves as a turning point in development. These conflicts, according to Erikson, are centered on either developing a psychological quality or failing to develop that quality.

Furthermore, as human beings grow to be adults, they are expected to demonstrate a level of competency in their behaviours and actions as they progress through life and if there is a variance, a feeling of insufficiency may take over, which can affect any area of human development or behaviours, including learning.

This is confirmed by Oladele's (1987), assertion that Erikson's theory views human development as a progression of psychosocial stages in which a child faces a wide range of human relationship as he grows up with specific problems to resolve at each stage. Moreover, the extent to which the child is able to resolve problems at any one stage may determine how adequate he/she will eventually become in later years as an adult and how well he/she will cope with new problems. It is presupposed therefore that learning can also be affected if individuals demonstrate some inadequacies and inability to cope with or resolve problems at any one stage.

Knowles' and Erikson's theories of adult learning and psycho-social development have really explained how adults learn and how they cope with challenges of their psycho-social development respectively. The theory of adult learning opined that the way an adult learn is different from the way children or teens learn because they have special needs and requirements, are self-directed and are expected to take responsibility for decision. This is buttressed by Mager (1992), who declared that each person, regardless of age learns with a lifetime of experiences and that each learner's lifetime experiences are different from each other. However, the theory of psychosocial development believes that personality develops in a series of stages with an impact of social experience across the whole life span. In addition, each stage is concerned with becoming competent in an area of life. If any of this stage is properly handled, the individual experiences a sense of mastery which is sometimes referred to as ego strength. But if the stage is managed poorly, that individual will emerge with a sense of inadequacy.

The significance of these theories lies in the explanation of the personality of adult learners and the way they learn, its concepts and principles, adults' wants or needs, their developmental stages from birth to late adulthood and the differences between how adults and children learn. If as adult learners, the impact of life events and experiences they are passing through compel them to have a feeling of insufficiency such that it affects their success or how they learn, they will demonstrate some inadequacies and inability to cope with and resolve some problems. These feelings of insufficiency, inadequacies and inabilities may then make them experience problems during studying or become unfulfilled in academics.

Given these peculiar circumstances of distance learners, the extent to which counselling strategies can alleviate their problems can then be understood by relying on these theories. In order to understand this assertion better, the need to examine the learning styles of distance learners becomes of the essence.

2.8.3 Learning Styles of Distance Learners

Individual adults learn differently, depending upon their experiences, aptitudes and attitude. Some individuals learn better by doing, while others would prefer formalized instructional methods (for example, lectures) (Peer Assistance and Review. Adult Learning Styles, n.d.). According to 1paye (2005), researches in studying show that there are distinctive types of students, learning in different ways. Whatever way they are learning, depicts their learning styles. These categories of learners include:

i). **Syllabus Depend Learners**. They base their study plans and styles on the syllabus, as given. Such students prefer to have clear instructions and well defined topics.

ii). **Syllabus Autonomous Learners**. They prefer having freedom to study the way they want without the constraints of a syllabus.

iii). **"Cue–Seeking" Learners**. They want to sound out lecturers and senior colleagues as to possible cues on areas of the syllabus to concentrate upon, or what types of

questions are likely or most favoured by a given lecturer. These groups of students are therefore seen to be more strategic but narrow in their studying.

iv). **"Cue–deaf" Learners**. They believe that examinations are objective procedures and will be based generally on what has been taught and learned.

v). **Deep–Level Learners.** These strive towards a thorough understanding of the material, trying to get the meanings and the essence.

vi) **Surface–Level Learners**. These depend merely on rote, trying to memorize pieces of information of bulk of information which they perceived the examiner may ask or as the case may be.

vii) **Holist Learners**. They have the intention to build up gradually how the subject matter fits in with other related topics, issues, ideas, real life and student's personal experience from the beginning of the study until a broad view of learning task is developed. This approach leads the students to asking various complex questions about the subject matter, seeking relationships between topics, ideas, issues and gets the students to using analogies, illustrations and concrete examples. They also develop and use temporary pegs on which they hang half baked, partially understood ideas, theories and concepts and later return to sharpen such concepts and accommodate them within their intellectual framework.

viii) **Serialist Learners**. These try to develop understanding out of the component details, logical steps and operations taken, mostly in a linear form. The students' focus of interest seems to be narrow and rarely venture out of the confines of the demands of the learning task.

Other categories of learners learning in different ways are the field dependent and field independent learners. The Baltimore County Public Schools (2003), defined field dependent and independent learners as follows:

i). **Field Dependent Learners.** These learners are field sensitive and tend towards concrete. The field dependent learner: learns material with social content best; attends best to material relevant to own experience; requires externally defined goals and reinforcements; needs organization provided; more affected by criticism; uses observational approach for concept attainment (learns best by using examples); likes group projects, sharing, discussions; likes personal examples, anecdotes, stories; likes praise and assurance and; prefers frequent interaction with teacher.

ii). **Field Independent Learners.** The field independent learners tend towards abstract. This learner: is prone to perceive analytically; makes specific concept distinctions - little overlap; impersonal orientation; may need explicit training in social skills; interested in new concepts for their own sake; has self-defined goals and reinforcement; can self-structure situations; is less affected by criticism; uses hypothesis-testing approach to attain concepts; prefers clear grading criteria with specific feedback and; needs less interaction with teacher.

From these discourse therefore, it could be said that adults vary tremendously in their learning styles or how they acquire knowledge. However, research has shown that there are considerable differences between adult and child/adolescent learning styles. Since adults do not learn in the same manner as children, they cannot be taught using the techniques that were originally developed for use with children because they require the utilization of the process model rather than the content model. The content model (used with children) relies on one individual (a teacher) who determines what knowledge or skills need to be learned while the process model (used for adults) relies on a collaborative environment whereby learners acquire necessary resources to obtain information and skills that meet their Individual needs (Peer Assistance and Review. Adult Learning Styles, n.d.).

It is therefore important to note that there is no one theory on adult experiences and cultures that adults bring to the learning environment. However, an exploration of the

theory on adult learning styles can collectively illuminate an understanding of the diverse nature of adult learning.

2.8.4. Theory of Adult Learning Styles

Learning style has been defined as an individual's characteristics methods of responding to and processing learning events as he or she experiences (Peer Assistance and Review. Adult Learning Styles, n.d.). People have different styles of thinking and different methods of representing information. Ouellette (2000), affirmed that:

> The word style is used in common language to describe differences between people. Style is thus a set of individual qualities, activities and behaviour that are maintained over a long period of time. The appeal of the concept of style in learning is that it provides a framework for dealing with individuality…Learning styles appears to be distinct from intelligence, ability and personality. Learning style (which is a special style having to do with the ingrained habits to organizing and representing information) comprises both cognitive styles and learning/teaching strategies. (p.48).

Learning Style Inventory developed by Kolb (Peer Assistance & Review: Adult Learning Styles, n.d.) stated that individuals develop learning styles that emphasize some learning abilities over others. Additionally, Kolb's experiential learning model assumes that individuals exhibit a preference for certain learning behaviours and these preferences can be grouped into four distinct styles. These include the:

i).   **Convergers.** These set of learners acquire knowledge by thinking or analyzing and then practically applying the new ideas and/or concepts. The ability to practically apply ideas is this learner's greatest strength. Convergers organize information through hypothetical deductive reasoning. They also think rationally and concretely while remaining unemotional.

ii). **Divergers.** They acquire knowledge through intuition. Individuals with the preferred style of learning draw upon their imaginative aptitude and their ability to view complex situations from many perspectives. Divergers' imaginative ability is the greatest strength and they also possess the ability to effectively integrate information into meaningful wholes.

iii). **Assimilators**. Assimilators learn by thinking and analyzing, then, planning and affecting. The ability to create theoretical models and reason inductively is the assimilators' greatest strength. However, they do not emphasize practical application; rather, they focus on the development of theories and often discard facts if they do not fit in the theory.

iv). **Accommodators**: Unlike the assimilators, accommodators will discard theory if the facts do not fit. They excel in situations where they must apply theories to specific circumstances. Their greatest strength however, is their ability to getting things done and becoming fully involved in new experiences. Accommodators approach problems in an intuitive, trial-and-error manner and they obtain information from other people rather than through their own analytical abilities.

From the foregoing therefore, it could be posited that the Kolb learning style model primarily concentrates on the cognitive processing of information which usually tend to integrate three basic components viz cognitive organization, mental representation and the integration of both.

Since Kolb's (Peer Assistance & Review: Adult Learning Styles, n.d.) Learning Style Model stated that individuals develop learning style that emphasizes some learning abilities over others, it is evident that this model has relationship with this study. Given these peculiar circumstances therefore, the model is useful to the researcher in helping to have a broad knowledge of grouping NTI NCE distance learners into the four distinct individual characteristics style and methods of responding to and processing learning

events. According to the learning model, while the convergers acquire knowledge and eventually apply the new ideas and concepts they learnt, the divergers draw upon their imaginative aptitudes to effectively integrate what they have studied. If NTI NCE distance learners fail to practically apply and integrate all the knowledge acquired, they may lose the information and knowledge, which may eventually result into study behaviour problems.

In line with the aforesaid, assimilators learn by thinking and analyzing but they discard facts that do not fit into theories they are propounding during learning process so as to focus on the development (creativity). Accommodators on the other hand, will thrust facts that do not fit into theories aside because they rely on the application of those theories, like getting things done and above all, becoming involved in new experiences. To this end therefore, if NTI NCE distance learners discard every fact that does not fit into any item they are analyzing during learning process or procrastinates, they may become overwhelmed with study problems.

Consequent upon this discourse, it could be inferred that all learners have abilities, that is, strengths and weaknesses during learning process. The strive to understanding these strengths and weaknesses towards the integration of knowledge will thus go a long way to alleviate problems prevalent with study behaviour.

2.9 EFFECTIVE STUDY BEHAVIOURS

In open and distance learning, teaching is done at a distance because the teacher and learners are separated by time and/or geographical distance. Equally, studying is expected to be done by the learners alone for most of the time. This gap is bridged using various distance learning technologies which include print (mechanical and electronic), radio (one-way, interactive and two-way), audio cassettes, telephone teaching (including audio conferencing), television (broadcast, satellite and cable), video cassettes, video conferencing, computer-mediated instruction/computer assisted instruction/computer

managed instruction (for example, electronic mail, fax, real-time computer conferencing and world-wide web application) and multimedia involving the whole range of audio, visual, text and graphics media available and integrated into a package (for example, C.D ROM).

Yaya (2006), cited Onyejemezi (1996), and asserts that the separation of the teacher and the learner in distance education necessitates the re-creation and re-integration of the teaching-learning act through the use of carefully designed instructional learning materials (both print and non-print) and the provision of inter-personal communication consisting of language and non-verbal communication or cues. The distance learning technologies, for example, prints are designed in a form of self-instructional, self-contained course texts or study guides referred to as "tutorials in print." Essentially, the distance learning instructional system consists of course materials (that carry or deliver subject content), tutorial support (that involves tuition) and counselling support (that gives organizational and emotional support) which facilitate effective study behaviours. Distance learners are therefore expected to study these self-instructional materials because they carry or deliver their subject contents before the period of tuition or face-to-face contact that bridges the gap.

The main medium used in NTI DLS is the self-contained or self-instructional course materials while the tutorial support is largely at the study centres during the intensive and weekend face-to-face contacts. These self-instructional materials have paved way for instructional media-learner interactions despite the demanding nature of learning at a distance. Against this background therefore, the NTI have produced at least three course books per cycle for four cycles in each of the following subjects: Education, Integrated Science, English Language, Mathematics, Social Studies, Primary Education Studies, Physical and Health Education, Cultural and Creative Arts, Christian Religious Studies, Islamic Religious Studies and General Studies Education. While each book

contains an average of four modules, each modules contains ten units. Moreover, some audio and video cassettes have been produced as support materials for some courses while an NTI FM 100 Watts Transmitter Radio Station donated by the COL has also been installed and commissioned in order to enhance the Institute's programme delivery.

In addition to the instructional modules, the NTI NCE (DLS) Students' Handbook (2005), outlined series of effective study behaviours in the delivery mode of the programme as follows:

i) Tuition is by self-contained instructional text, that is, well-structured and properly sequenced to make reading orderly and systematic.

ii) Text reading is to be supplemented with face-to-face contact session featuring lectures, practical for the students, tutorial for all students, answering students' questions and marking their assignments. The contact sessions are designed for the weekends and school vacations. Also, recorded audio/video cassettes are available as support materials.

iii) Each student is expected to study for: minimum of 2 hours a day per week, that is, 14 hours (2 hours X 7 days); 39 weeks of non-holiday periods, which is 546 hours (14 hours X 39 weeks); and 4 years of course duration, which is, 2,184 hours (546 X hours X 4 years).

iv) A lesson unit is designed for an average of 1½ hours (one and half). Thus, a module is to be covered in 1½ hours for each of the 10 units going to a total of 15 study hours which is equivalent to 1 credit load in the NCCE Minimum Standards.

v) Each student is expected to cover 2,184 hours for the minimum available time in 4 years. This is equivalent to 145.6 course materials, which is approximately 146 modules.

vi) 130 modules covering 1,950 hours had been designed for each NCE DLS student. Since the minimum number of hours available to a student in the 4 years period is

2,184 hours, the remaining 234 hours was embedded to accommodate slow readers and in-built assignments of the course materials.

vii) For each semester, there will be 40 tutorial hours per subject, which is, 80 tutorial hours per subject for a cycle.

viii) A centrally organized examination is conducted at the end of each semester, and,

ix) Continuous Assessment scores are generated by course tutors in the various study centres nationwide and sent to the Headquarters through the state and zonal offices for processing.

In addition to all these, the students' handbook also outlined course facilitators' roles in the programme delivery mode as follows: Guiding the NTI DLS students on how to make proper use of NTI course materials; Maintaining personal contact with the students, thereby bridging the gap between them and their tutors; Tutoring and Counselling NTI DLS students even though many of them are not trained or professional Counsellors; Teaching the students using the NTI instructional materials whenever the need arises; Making carefully considered teaching comments that will assist the students in their studies and provide basis for a dialogue between tutor and student; Holding informal discussions with students aimed at solving the problems arising from their texts; and Acting as academic guides and mentors to their students through holding regular meetings and individual interviews with the students. By this, they are expected to be familiar with their students' background and their individual problems.

Another important aspect in the programme delivery mode is the course books (instructional materials). These books give specific instructions on how each unit is to be studied (or taught). There are also specific instructional objectives that guide learning of each unit. Each unit is broken into sub-units with corresponding activities like objective-type question (true or false completion, multiple choice, matching, etc) and activities to be carried out by the student (or without the tutor) such as further reading, exercises,

construction, demonstration, practicing of skills, experimentation, library research, field visits for observation, interviews and discussion with peers, course tutors or community members and so on. At the end of this unit, there is summary and assignments which are mostly short essay type questions. These may also take the form of instructional activities to be carried out as in the activities. Answers to these activities and assignments are provided at the end of the book. In some cases, if answers are not provided, the student is expected to take his/her answer to the Course Tutors for correction.

From the foregoing therefore, it is expected that once the course materials are available and are studied as designed and the course tutors play their roles as defined, the intended learning outcomes and programme objectives will be achieved. By this, quality will be assured if the acclaimed high quality of course materials is harmonized with qualitative study hours expected on the part of the students.

Despite the fact that these course books serve as the main resource or tools for the NTI learners in order to engage in a meaningful study practice, there are still challenges they face because of the adult learning nature. Some of these challenges include problems which compete or conflict with their studies vide: studying alone before contact sessions which can be very uninteresting; delay in the supply of course books which makes meaningful studying more difficult and untimely; inability to pay tuition fees as and when due (financial problems); pregnancy, labour, delivery and child rearing; attending social functions; catering for personal, family and children's needs (domestic responsibilities); advancement in age, and; emotional disturbances, anxiety and tension due to delay in the release of examination results which discourages steady flow of studying and concentration before subsequent examinations are being conducted.

Zemke and Zemke (1984), however, points out a variety of sources which provided a body of fairly reliable knowledge about adult learning. This knowledge is divided into three basic divisions as follows:

1. **Motivation to Learn:** Adults seek out learning experiences in order to cope with specific life-changing events, for example marriage, divorce, a new job, a promotion, retirement, sack/dismissal from work, losing a loved one or moving to a new city; The more life-changing events an adult encounters, the more likely it is for him/her to seek out learning opportunities; The learning experiences adults seek out on their own are directly related-at least in their perception to the life change events that triggered the seeking; Adults are generally willing to engage in learning experiences before, after or even during the actual life change event.

   Adults will therefore, engage in any learning that promises to help them cope with the transition once convinced that the change is a certainty; Adults who are motivated to seek out a learning experience do so primarily because they have a use for the knowledge or skill being sought. Hence, learning becomes a means to an end, and not an end in itself; Increasing or maintaining one's sense of self-esteem and pleasure are strong secondary motivators for engaging in learning experience.

2. **Curriculum Design:** Adult learners tend to be less interested in survey courses. By this, they tend to prefer single concept, single theory courses that focus heavily on the application of the concept to relevant problems. This tendency apparently increases with age; Adults need to be able to integrate new ideas with what they already know if they are going to keep and use the new information; Information that conflicts sharply with what is already held to be true, and thus forces a re-evaluation of the old material, is more integrated more slowly; Information that has little "conceptual overlap" with what is already known is acquired slowly; Fast-paced, complex or unusual learning tasks interfere with the learning of the concepts or data they are intended to teach or illustrate; Adults tend to compensate for being slower in some psychomotor learning tasks by being more accurate and making fewer trial-and-error ventures; Adults tend to take errors personally and are more likely to let

them affect self-esteem. Hence, they tend to apply tried-and-true solutions and take fewer risks.

The curriculum designer must know whether the concepts or ideas will be in concert or in conflict with the learner. Some instructions must be designed to effect a change in belief and value systems; Programmes need to be designed to accept viewpoints from people in different lifestyles and with different values "set"; A concept needs to be "anchored" or explained from more than one value set and appealed to more than one developmental life stage; Adults prefer self-directed and self-designed learning projects over group-learning experiences led by a professional. They select more than one medium for learning and they desire to control pace and time; Non human media such as books, programmed instruction and television have become popular with adults in recent years; Adults cite a need for application and how-to information as the primary motivation for beginning a learning project.

3. **In the Classroom.** The learning environment must be physically and psychologically comfortable; Adults have something real to lose in a classroom situation. Self-esteem and ego are on the line when they are asked to risk trying a new behaviour in front of peers and cohorts; Adults have expectations and it is critical to take tike early to clarify and articulate all expectations before getting into content. The instructor can assume responsibility only for his or her own expectations but for students; Adults bring a great deal of life experiences into the classroom, an invaluable asset to be acknowledged, tapped and used.

Adults can learn well-and much-from dialogue with respected peers; Instructors who have a tendency to hold forth rather than facilitate can hold that tendency in check-or compensate for it-by concentrating on the use of open-ended questions to draw out relevant student knowledge and experience; Students must actively participate in the learning experience as new knowledge has to be integrated with

previous knowledge. Hence, the learner is dependent on the instructor for confirming feedback on skill practice while the instructor is dependent on the learner for feedback about curriculum and in-class performance. The instructor must be in control because he/she must balance the presentation of new material, debate, discussion and sharing of relevant student experiences.

In-fact, when instructors shelves egos and suppress the tendency to be threatened by challenge to plans and methods, they get the kind of facilitative control needed to effect adult learning; The instructor has to make connections between various ideas and keep reminding the group of the variety of potential solutions to the problem; Integration of new knowledge and skill requires transition time and focused effort on application.

From the foregoing therefore, it can be recognized that adults want their learning to be problem-oriented, personalized and accepting their needs for self-direction and personal responsibility. There is no doubt therefore that the nature of adult learning and the personal responsibility in terms of the qualitative study hours which they must put in is particularly critical and crucial to the success of the NTI DLS for many reasons.

Suffice it to say that the quality of entrants into the programme as in other NCE programmes may be low due to the admission requirements. According to Jegede (2004, p.64), "In spite of the fact that close to half of all the institutions of higher learning in Nigeria offer teacher education, only 2.2% of the total JAMB applications sought admission into the Colleges of Education." This low and dwindling number of applicants for admission into the Colleges of Education and even Faculties of Education may create the temptation to lower admission requirements. Moreover, the students that come to the NTI DLS are adults who study while working and may be unprepared for self-study or even have limited ability for self-study which can therefore culminate into defective study behaviour.

It is therefore important that counselling services for these students as explained above be given serious attention. Moreover, these categories of students need support for self-learning and strategies for effective study skills to overcome the challenges ahead of them. Students can be surrounded by an assortment of course materials, cassettes, centre for educational technology and so on, but unless they devote time to study, are properly assisted by their tutors and above all are provided with effective counselling services for challenges they may be facing, the students may not achieve much. It is true that only rarely can all the instructional material needed may be available. Complaints of poor supply, delay or completely out of stock course materials are treated from time to time. These create gaps in learning and effective study habits and thus corroborate Keegan (1990) who stated that:

> Distance education institutions seek to re-integrate the structure of teaching by providing a complete learning package that parallels the provision of conventional education institutions from pre-enrolment counselling to examination and accreditation. Distance institutions attempt to provide, as well as learning packages, as rich a structure of students support services as in possible to aid the student during the period of enrolment and study. (p.112).

Arising from this discourse, it can be deduced that NTI distance learners have to strive and ensure that quality time as specified by the design of the programme should be devoted to studying to achieve success and any challenge that may arise. Distance learners can therefore prepare themselves to succeed in their studies by trying to develop and appreciate the following study practices and behaviours as stated in Study Guides and Strategies (n.d) thus:

i).   **Take responsibility for yourself**. Recognize that in order to succeed you need to make decisions about your priorities, your time and your resources

ii). **Centre yourself around your values and principles**. Don't let friends and acquaintance dictate what you consider important.

iii). **Put first things first.** Follow upon the priorities you have set for yourself, and do not let others or other interests, distract you from your goals.

iv). **Discover your key productivity periods and places**. In the morning, afternoon or evenings, find spaces where you can be the most focused and productive. Prioritize these for your most difficult study challenges.

v). **Consider yourself in a win-win situation**. When you contribute your best to a class, you, your fellow students and even your teacher will benefit. Your grade can then be one additional check on your performance.

vi). **First understand others, and then attempt to be understood**. When you have an issue with an instructor (a questionable grade, an assignment deadline, etc) put yourself in the instructor's place. Now ask yourself how you can best make your argument given his/her situation.

vii). **Look for better solutions to problems**. For example, if you don't understand the course material, don't just re-read it. Try something else! Consult with the professor, a tutor, an academic advisor, a classmate, a study group, or your school's study skills centre.

viii). **Look to continually challenge yourself.**

2.10 COUNSELLING STRATEGIES AGAINST DEFECTIVE STUDY BEHAVIOURS

Against all these background, the counselling strategies that can help NTI distance learners (who are also not different from other distance learners elsewhere) clarify their motives, alleviate any problems in their study behaviours, meet their expectations through successful studies and bridge the educational gap as it affects their studies, domestic activities and work routine will give a lead way into additional and more

effective counselling services that will help NTI Distance learners further than what is in existence.

In NTI DLS, the physiological, economical, social and academic problems experienced by the students are similar to advanced and developing countries but in varying degrees and are easily addressed because of their advancement in various technologies. These problems are not different with what obtains generally, but they are being addressed by provision of face-to-face contact support, which provide opportunities for learner- learner, tutor- learner and instructional- media learner interactions. Apparently, this is not adequate to solve the problems of distance learners, hence, the need to improve on the services being rendered at present, so that the specific needs of NTI distance learners would be effectively taken care of.

Suffice it to say that counselling without imposing one's own views unduly is a highly skilled process. COL (1999), postulates that counsellors need to develop and demonstrate qualities that are appropriate to their role. It is not for them to be simply "advisors" as if they have all the requisites solution. Rather, they should be able to help the learner reach his or her own conclusion. In open and distance learning settings, very often, tutors and others are expected to act in counselling roles although they are not trained counsellors. It is important that all learner support personnel, including administrators and clerical staff who might be in a situation which they provide guidance or advise to learners, have some awareness of this area. Tutors and others whose role clearly incorporates the counselling function need to be well versed in its principles. Since distance learning is conceived as a teaching learning situation in which there is separation of teacher and learner, the distance learners therefore, have to learn to become comfortable with the nature of learning at a distance in order to function effectively as distance learners. Efforts should thus be made to motivate these learners and also meet their needs, in terms of both

content and learning. This is where counselling strategies against study behaviours become imperative.

From the foregoing, it is quite clear that counselling strategies against study behaviours for NTI Distance learners cannot be over emphasized. Some of these strategies, apart from the existing provision of face-to-face contact support which provides opportunities for learner-learner, tutor-learner and instructional-media learner can thus be discussed as follows:-

2.10.1 Time management counselling

Time management is self-management. It is interesting to note that we can only manage ourselves and our use of time because time is uncontrollable. Every student is therefore expected to properly use his or her time because there are common time wasters referred to as *"Time Stealers"*. In fact, every minute of time spent as distance learners is very crucial because they have work places to go, attend to families, social and religious obligations. Moreover the pressure of having a family, a job and going to school can really have serious effects on distance learners if their time is not managed well. For example, there is only 24 hours in a day and lectures/tutorials must be attended, course materials must be studied, assignment must be done and radio and television broadcasts must also be listened to and watched. Hence, time stealers such as too much sleeping, playing or eating must be avoided.

Some other time stealers which can be major obstacles to time management are interruptions from telephone or personal visitors, meetings, delegated tasks, procrastination/indecision, acting with incomplete information, crisis management, unclear communication, inadequate technical knowledge, unclear objectives and priorities, lack of planning, stress/fatigue, inability to say "No" and desk management/personal disorganizations.

Since schooling is not a full-time job for distance learners, they need to manage themselves and the time they have for studies very carefully so that they do not fall victim to "Time stealers" every day. Ipaye (2005), earmarked some strategies that can be used for time management process to work. He stressed that distance learners should:-

i). **Keep their priorities in mind** whatever the situation and that their education should count very much to them because it will improve their lives and works.

ii). **Realize the limitations that work imposes on study time** because they must make ends meet, pay their fees and cater for families.

iii). **Learn how to give up wasting time and learn to view time as a gift** so as to use it well. Once time is wasted, it cannot be retrieved again.

iv). **Learn the importance of time in their studies and personal lives** because spending too much time on less important matters, which do not make up priority list is inimical to successful and effective use of time.

v).**Learn how to schedule time**. The "how to" steps for this include:-

(a). **Listing goals one by one each day, if not each hour**. This will help to strive towards achieving goals and spending time effectively.

(b). **Knowing and setting priorities.** The most important things especially the one related to course of study must be identified and listed as priorities for the day. There should be no rest until these things have been done.

(c). **Making a daily "to–do" list, starting with top priorities**. It helps a lot to start the day with this list by indicating the time and each should be ticked when accomplished. Taking a decision on what to do at the moment, what to schedule for later, what to get someone else to do and what to put off for a later time period can also help a lot.

(d). **Dealing with procrastination**. This is the habit of putting off till the next time what ought to be done now. Every human being tries to procrastinate at one

time or the other because the time one ought to spend doing a particular assignment or project might probably have been wasted away doing nothing concrete. Hence, distance learners must deal with procrastination so that it will not deal with them in an unforgettable manner.

(e). **Spending less time on the Internet, that is, e-mail or letters**. As distance learners, there is much to do, hence, a regular time of the day for checking e-mail or reading letters, should be earmarked for such as to manage the time available effectively.

(f). **Analyzing the use of time so that time will not be wasted on things that are not urgent in the development of one self and career.** Distance learners are also advised to constantly ask themselves "what is the most important use of my time right now?" to help them focus on "important tasks" and stop reacting to tasks which seem urgent (or pleasant to do) but carry no importance towards their goals.

(g). **Having a plan to achieve goals.** Most people know what they want but have no plan to achieve it except by sheer hard work. Distance learners are therefore advised to have a yearly plan which should be reviewed daily and rest as achievements are met. In fact, successful people make lists constantly to enable them stay on top of priorities.

(h). **Having an action plan analysis**. There is no doubt that problems will always occur but the value of a good plan is to identify them early and seek out solutions. Good time management enables distance learners to be proactive and also measure the progress towards their goals because "what you can measure, you can control"

(i). **Using a Task Diary**. By this, tasks or habits that take time away from studying, rushing to complete homework/assignment at the last moment or

even starting late will be identified and more healthy homework habits will be developed.

Other strategies for time management include the following (Study Guides and Strategies, n.d):

(i) **Developing Blocks of Study Time**. Some learners need more frequent breaks for a variety of reasons, for example, becoming restless whenever they are studying. Some may even require more frequent breaks when they are faced with more difficult materials.

(ii) **Scheduling Weekly Review and Updates**. This will help to develop criteria for adjusting schedule to meet both academic and non-academic needs.

(iii) **Prioritizing Assignments**. Distance learners are advised to get in the habit of beginning with the most difficult subject or task whenever they are studying.

(iv) **Developing Alternative Study Places** free from distraction to maximize connection.

(v) **Reviewing Studies and Readings before class**, reviewing lecture material immediately after class (forgetting is greatest within 24 hours without review) and scheduling time for critical courses, papers, presentation, tests, and so on.

(vi) **Having a "To Do List"**. Things to be done should be written down, then, a decision should be taken on what to get someone else to do and what to put off for a later time period.

(vii) **Having A Daily/ Weekly Planner**. Appointments, classes and meetings are to be written down on a chronological log book or chart to help maximize time. It is therefore advisable to sketch out schedule first thing in the morning, check what is ahead for the day and then go to sleep knowing that one is prepared for tomorrow.

(viii) **Making a long Term Planner.** A great deal of time can be maximized by using a monthly chart to plan ahead. Long term planners will also serve as a reminder to constructively plan time for one self.

From the foregoing therefore, it could be deduced that unless distance learners are committed to build time management techniques into their daily routine, then, they can only achieve results. The lesson therefore is that the more time spent planning our activities, the more time one will have for those activities.

2.10.2 Study skills/techniques

According to STRIDE (2001), study skills are "strategies" developed by learners to derive the greatest possible benefit from activities like listing, speaking, reading and writing. Study skills are also "advanced skills" which are not purely mechanical but essentially involve some amount of creative thinking. These skills therefore require active mental exercise on the part of the learner. Studying as a distance learner, like in any other institution, involves reading which is a very important skill to acquire if one wants to succeed in the Open and Distance Learning environment. Ipaye (2005) affirmed that:

> reading is a very important thing to acquire if one wants to succeed in the open and distance learning environment. Yet, reading is the most difficult thing to do, and regular study is equally a difficult skill to acquire in an academic setting. (p.34)

Studying has long been the primary means by which learning irrespective of the levels of learning and modes of teaching-takes place outside the classrooms. The determinant factors in the success or failure of a learner's educational pursuits are the habits, a motivation to learn and a positive general attitude. That is to say, the failure or success of the learner in his/her academic career is, thus, chiefly attributed to the poorly or well developed study practices respectively. Distance learners are therefore to be

reminded that higher levels of education demand more "studying" than ever before. Hence, essential skills or techniques to acquire for efficient independent study are therefore needed. There is no simple formula that will apply to all learners, nevertheless, the significance of study skills for distance learners and how they may be helped to improve their study strategies is necessary for discussion.

According to Ipaye (2005), the following factors are very crucial and basic when preparing to study:

i) **The Individual**: Nobody can study for anybody because an individual is the most important asset to himself for successful study. When an individual wants to study, he must be there in spirit, soul and body because he must be himself during that process. Thus, the individual must: be available to study; put his/her mind there when studying; be willing to study, and; be prepared to pay attention.

ii) **A place to Study**. There must be a place for study, for example, between bedroom, sitting room, library, kitchen and so on. Wherever it is, the place should be comfortable for use, adaptable and available on a regular basis. It should not be a place where there are disturbances or interruptions or place to do other things like sleeping, smoking, eating, distractions from friends, phone calls etc besides studying. One must therefore find a way to curtail or even remove these aspects completely. Some of the ways that can help out are:

a) Taking an accurate baseline observation of one's study time for a week by writing down hours spent on work, subjects covered, where studying was done, how many and what kind of interruptions one had and how much work was actually accomplished.

b) Using the information to analyze study habits. One will then have some concrete evidence on where one's weak and strong points truly are and therefore decide on what to change.

iii) **Studying in the bedroom**. It is quite advisable not to study in the bedroom but if it must be, a chair and table must be used and not lying/sitting on the bed. Some learners might be in a dilemma of having their bedrooms as the only available place, complicated with the family of three or four or even more in that room. Whatever it is, the issue of disturbance by children or spouse should be handled by deciding to study when they are all asleep in the night, have gone to school (the children), or have gone to neighbour's house to play after school hours.

iv) **Time to study**. Distance learners need time to study because of their peculiar situation. No matter how crowded the work schedule or other things impinging on time, a time must be set aside and kept for study so as to be successful all through. This can be: in the morning, afternoon or evening; once in the day or even short periods in each of the three segments of the day, depending on time availability and convenience, or; on weekends by going to the public Library, a primary school nearby or other quiet environment away from the home if the children are likely to disturb. By determining for how long to study at a stretch depends on one's health, body system, attention span, ability to concentrate for long and the type of material to be studied.

v) **Materials to study (books, assignment, notes and others)**. All materials to be studied should be ready at hand before studying starts. This will help to avoid distractions, disturbance and reduced attention and concentration.

vi) **Materials with which to study**: A comfortable chair with back rest and table or something close to being comfortable is needed, especially for prolonged study. Other items could include pencil, eraser, tape recorder, biro, ruler, calculator, computer, notes, index cards, paper, scissors and so on.

vii) **Good lighting:** All learners need a place that is well lit, but not too bright or dim. If there is no electricity and candle, table lamp could be used. It is important to

ensure there is sufficient lighting so as to reduce the amount of stress on the eyes. The candle should be put out after studying so as not to cause fire outbreak.

viii) **Discipline**. This is very crucial to successful study because it guards against procrastination. Every student, especially distance learners must discipline themselves in terms of regularity of studying, timing of segments and parts of the study, avoiding certain behaviours during study for example, smoking, drinking alcohol, loud music, watching films and so on.

ix) **Good health**. Maintenance of good health at all times is important for a successful study period. Therefore, learners must: not strain themselves to study during ill-health (malaria etc), get enough sleep by setting a good reasonable bedtime; eat breakfast, in fact, three square meals if affordable; get some exercises and energy; take frequent break from studying, for example, walking round the room.

x) **Habituation**: To study effectively, one needs to form the habit of reading and studying. Formation of this habit tend towards positive reinforcement so that it becomes worthy of emulation and beneficial in future.

xi) **What is expected to be studied?** The tendency for most average students is to study for the purpose of examination to help expand their knowledge thereby accelerating their intellectual growth. In order to make studying effective, distance learners are advised to: Concentrate on the significance areas. Those chapters, passages, journals, articles, good textbook, titles and so on relevant to the subject and topic should be sought for; Give attention to the key ideas and the summary before giving in to the explanations and other embellishment; Select materials that correspond with the needs of the time and level of education from the varieties and details available on the topic.

xii) **Time scheduling for studying.** Any time that had been scheduled for studying should be strictly adhered to since it forms a strong base for any effective study

and should take into consideration the hours free for studying by making out adequate time for relaxation, games, social activities, sleep and other activities. The simplest method of making a schedule is to have a personal time table whereby difficult subjects or courses are scheduled for periods when one is not day-dreaming, at best in attention, energy and motivation to work. Having personal time table also helps in the distribution of accumulated work load, the achievement of equilibrium in all subjects studied without neglecting anyone and in derivation of personal satisfaction.

For distance learners therefore, the time-table or schedule should take into consideration the hours free for studying by marking out adequate time for relaxation, games, social activities, sleep (minimum of six to eight hours in a day) and other activities. The following procedure can be followed in planning personal time table: Allow a considerable stretch of gap between two study periods in subjects that have similarities in order to minimize interference or inhibition; Uphold the essence of break by making it a habit to have about five minutes break within an hour's study. Such short breaks help to revitalize energy, sustain level of attention and revive interest. The break could be in the form of walking around, eating some groundnuts, peanuts etc. clothing with friends or a kind of relaxation, and; Ensure the time for sleep is incorporated.

xiii) **Goals setting**. Goals setting keep someone in target and commit one to the work, time, pain and whatever else is part of the price of achieving success. Students need to set goals of priorities which are realistic and acceptable in their course of study and also work towards achieving them. Goals should be realistic to produce maximum performance benefits while unrealistic goals should be avoided since performance will drop off as a function of reduced motivation and effort. Distance

learners should therefore note that when goals are used improperly, they can actually be dysfunctional and become a major source of stress.

xiv) **Motivation**: Motivation is very crucial before anything can be successful. The learner is crucial to his/her success because he/she can either make it or mar it. Motivation makes one to work hard; hence a lot assessment should be done in order to achieve goals. As Adult learners, nobody will force them to do their work because it is their decision to go in for distance learning. They are therefore advised to accept and live with their decisions, complete a task, accomplish their goals and not quit because completed tasks keep interest and motivation at a higher level.

xv) **Building good study habits**: planning and organization are the two factors that accelerate the progress of learners' academic activities, hence, they should be taught to plan and organize their work in order to accomplish their goals. Teachers therefore need to help learners organize because even though they acquire some good study habits, they may still have some difficulties in studying.

Many distance learners because of the unconventional nature of the teaching–learning mode tend to experience a lot of anxieties when examinations are drawing near. Keeping in mind that they want to be active learners and not passive ones can minimize their anxieties in many ways. The following strategies as listed in Tips for effective study (n.d) can help distance learners build good study habits when preparing for examinations: Read/review notes regularly and do not wait until the night before an examination to study, so as to be alert and to concentrate during the examination; Learn to handle all testing styles because examinations can be designed in whatever form; Highlight major topics, sub-topics and vocabulary terms with the goal of generating an outline of the notes; Attempt to memorize ideas in the note from beginning to the end; Make charts, diagrams,

graphs, lists, practice drawing and label the structures drawn; Memorize some information, for example, vocabulary; Prepare a self–test to make study activities effective; Challenge yourself as severally as you can; Keep a collection of "exam questions" and answer them.

Whatever results that one gets will determine going back to reinforce some of the things learnt or not; Try not to "cram" during every spare moment before an examination because it leads to panic and test anxiety; Read through the list of ideas or facts that had been jotted down a couple of times in the morning and/or just before taking the examination. This improves memory reinforcement and long–term memory of the material; Be physically prepared and get a good night sleep, and; Never miss an examination.

It is therefore necessary for distance learners to set aside a study area at home and to designate a particular span of time each day as study time to overcome challenges of study behaviours.

Other strategies according to STRIDE, IGNOU (2001) which can help distance learners build good study habits and improve study include:

i) **Knowing the text**. Learners should be introduced to the various parts of their textbook so as to save time and effort. The following suggestions can thus help:

   a) **Survey the textbook**. A quick glance can help the learners to see how the author presents the information.

   b) **Read the preface/introduction/forward**. This contains the author's explanation of the book and what makes the difference from others in the field or a further contribution to the field of knowledge.

   c) **Glance through the index**. The index is a valuable aid because it helps learners find specific information that they need and also helps to identify whether what they need is included in the text.

d) **Read the contents**. This helps the learners to locate the topics they want to read and to give comprehensive idea of what to expect from the book.

e) **Check for glossary.** Not all books have glossary but if they have, it is helpful because it gives the learners the meanings of specialized words or phrases used in the book. Since course materials are essential learning and studying tools in distance education, distance learners should not expect their tutors to give them detailed page by page textbook tutoring. They are therefore expected to use their own initiative in making use of these texts before and during contact sessions.

ii) **Reading difficult materials.** Reading is one of the most difficult tasks distance learners have to learn to effectively deal with so as to make the best from the time spent. Reading difficult materials can be very uninteresting but when it is done in a skillful manner, it could be very interesting and profitable.

According to Ipaye (2005), the following steps can be adopted to overcome reading difficult materials: Choose a moderate amount of material or a course material to begin. Attempt should not be made to finish everything at a go; Get a grasp of how the material is organized; Read what you understand first; As you read, practice the "sighing method". Look away from the text periodically and ask stimulus question relating to the text; Use your dictionary; Read to the end; Organize your notes by connecting ideas; As you read, go beyond the wordings; Be cool and do not panic over what you read and do not understand. Go to another topic and then come back to the "stubborn" course/topic the next day; Practice distributed learning. Learn difficult materials in segments or in small parts so as to allow the brain to process the material, even, while sleeping; Re-read the section with the constructed outlined in mind, and; If the reading is still a challenge, learners are advised to consult with their teachers or academic counsellors to overcome.

iii) Some effective reading methods. There are a number of techniques which people have practiced and tested to accomplish effective reading (Ipaye, 2005). Learners are then free to choose the most suitable to their learning style. Some of these methods include:

(a) PQR³ (P, Q, Triple R). This method is a well tested method of reading. Each letter means:

P–preview what you are going to read.

Q–Question what you are going to learn after preview.

R–Read the assignment.

R–Recite. Stop once in a while look up and put your own words in what you have read.

R–Review the main points. You can re-read any section you are not sure of after review.

(b) Systematic reading–SQ5R. This method is similar to PQR³ and eliminates time-consuming process of re-reading the material endlessly. Each letter means:

S–Survey. Read the chapter title, subtitles, italicized items, bold face type and introductory or summary sections.

Q–Question. Work each question down and try to think through and arriving at tentative answers.

R–Read. Chapter should be read section by section for the purpose of answering questions.

R–Record. This should be done in your own words without looking at the text.

R–Recite. Cover your answer and recite it from memory.

R–Repeat. Repeat steps 2, 3, 4, and 5 for each section in the entire chapter.

R–Review. Review all answers from memory and if it is impossible, keep studying until you can.

(c) **S Q 3 R**. this method is very popular and it is good for subjects that have long continuous passages. The letters mean: **S – Survey, Q – Question, R – Read, R – Recall and R – Review.**

2.10.3 Stress and anxiety management

Stress is caused by external events and the way we react/interpret events make them to be stressful. According to National Open School (2000), stress means pressure and an uneasy experience because it is part of daily living. Distance learners experience stress in terms of meeting academic demands and adjusting to a new living environment to developing friendships. In fact, as distance learners, several issues like academic, psychological, economical, social and especially the unexpected can make them stressed up thereby leading to anxiety and set backs on academic progress. Anxiety has often been called the "common cold" of the emotional disorders and most people experience it in one stressful situation or another.

(i) **Symptoms of stress**. There are several signs and symptoms associated with stress. These include:

a) **Cognitive reactions**: These reactions affect the mental processing aspects of an individual especially learners, for example, poor concentration, inability to learn more or anything new in the same speed/efficiency, forgetting, inability to take proper decision in time, confusion, gate crashing of ideas, negative unhealthy thoughts, etc.

b) **Feelings**: Feeling anxious or scared, feeling irritable and rowdy.

c) **Thoughts**: Low esteem, fear of failure, inability to concentrate, easily embarrassed, worrying about future, pre-occupation with thoughts/tasks, forgetfulness.

d) **Behaviour**: Stuttering and other speech difficulties, crying for a reason, acting impulsively, being accident prone, loss of appetite or over eating, increased smoking, use of drugs and alcohol and grinding of teeth.

e) **Physiology:** Perspiration/sweaty hands, increased heartbeat, trembling, headaches, nervous ticks, dryness of throat and mouth, urinating frequently, premenstrual tension, butterflies in stomach.

(ii) **Causes of stress.** Many a times, mild forms of stress can act as a motivator and organizer but if the stress level is too high, medical and social problems can be the result. People differ in the type of events they interpret as stressful and the way in which they respond to such stress. However, both positive and negative events in one's life can still be stressful. Suffice it to say that major life changes can be the greatest causes of stress for most people but as they place greatest demand on resources of coping, they tend to overcome their anxieties. Causes of stress therefore cannot be far–fetched because they can be traceable to individuals or others, major life changes, test anxiety and the environment at large. These are briefly explained below:

a) **Self-induced stress**. These are personal stresses, which can either be many or limited, negative consequences of failure, lack of planning or "last minute" preparation for something unavoidable which amounts to tension and anxiety, poor study habits, unpreparedness for examination whereby studying and cramming is done on the previous day of the examination, poor performance in examination, struggling to attend contact sessions perhaps because of domestic responsibilities or work demands, poor time management, some thoughts and attitude which make one feel inadequate, inferior or insecure, for example, "my memory is poor". "I cannot speak English well". "I am unemployed/under employed".

b) **Stress caused by others**. Illness, financial difficulty, family members, mother–in-law and daughter-in-law quarrel and quarrel between spouses which may result to lack of concentration and attention towards materials to be studied, lateness to or complete absence from contact sessions and severe emotional disturbance as the home is in disarray.

c) **Major life changes**. These can be geographic mobility, going to college, transfers, marriage, new job, new life style, divorce, death of a loved one, or dismissal from job. All these can result in poor academic performance and distortion of academic records, having disorganized study task, lack of will-power to continue with the course of study and total absence during examinations due to transfers, marriage, new job or even dismissal from job.

d) **Test anxiety**. In any stressful situation, especially during examinations, distance learners experience any of the following examination phobia: nervousness; difficulty in reading and understanding questions on examination paper; difficulty in organizing thoughts; difficulty in retrieving key words and concepts when answering essay questions/poor performance in an examination even though the material is known; mental blocking that is, going blank on questions or remembering the correct answers as soon as an examination is over.

e) **Environmental events**. These can be unexpected natural calamities like famine, poor harvest, continuous rainfall, hindering harvest, poor sanitation, pollution, earthquakes, floods, time pressure, competition, financial problems, noise and disappointments.

From the foregoing, stress can most of the time be negative or positive with their experiences as the case may be. The negative dimension of stress is "distress" which causes unpleasantness and poor academic performance, while the positive

dimension is called "eustress" meaning "stress producing results" or "effort stress". For example, the famous scientist, Thomas Alva Edison who invented bulb, failed more than one thousand times, but he finally succeeded. He experienced eustress, because he wanted to produce a worthwhile result (National Open School, 2000). Against this background, distance learners can either allow stress to weigh them down (distress) or allow it produce worthwhile result (eustress) in the circumstances surrounding them.

(iii) **Stress management.** Life demands are so high that stress can continuously be the order of the day, nevertheless, it can be managed. Some of the tips for reducing level of stress comprise of the following: become aware of your own reaction to stress; reinforce positive self–statement, focus on your good qualities and accomplishment; avoid unnecessary competition; develop assertive behaviours; recognize and accept your limits; remember that everyone is unique and different, so: get a hobby or two, then relax and have fun; exercise regularly; eat a balanced diet daily; talk with friends or someone you can trust about your worries/problems; learn to use your time wisely; set realistic goals; set priorities; minimize distractions; study in short blocks for examination and gradually lengthen the time you spend studying.

Other tips include: take frequent short breaks; practice relaxation techniques, for example, whenever there is tension, breathe in and out slowly for several minutes; build confidence by studying throughout the semester; avoid cramming the night before examination; study and know the material well enough so as to recall even under stress; concentrate on the material you are studying by generating questions from text books and lecture notes; have plenty of room to work and take few minutes at the start of studying to straighten things up; a desk and straight–backed chair is usually the best so that one is not too comfortable; do

not think about fear but what to do and do it; take one step at a time; take a slow deep breath and be in control; stay relevant; avoid laziness, procrastination or daydreaming; expect some anxiety–it is a reminder not to panic but relax and cope steadily with the situation, and; keep focused on the present so as to avoid stress and anxiety.

2.10.4 Educational/academic counselling

Distance learners seek counselling for such decisions as whether to apply for a course or not, what career possibilities to aspire for, whether to withdraw or keep going, how much time to devote to family/job/course, whether or not to miss an assignment, which method of taking notes to adopt, whether or not to ask questions in tutorials, the best way to approach a topic in an essay and possible consequences. The amount of energy expended on a decision does not necessarily reflect its importance.

While some people need no help in making such decisions, others appreciate the chance that counselling gives to reflect on the criteria involved in making the decision. In this context therefore, academic counselling, non-academic counselling and the combination of the two is needful for the purpose of helping distance learners clarify their motives, meet their expectations through successful study, domestic activities and work routine and above all, alleviate study behaviour problems. Below are the brief explanations of these terms:

a) **Academic counselling.** Academic counselling tends to relate to specific cognitive issues and covers all other areas of counselling, for example, course- based topics (preparation, specific course study difficulties and examination techniques).

b) **Non-academic counselling**. This covers all other areas of counselling, for example, course choice, general and affective issues such as job transfer, ill-health and financial problem.

c) **Academic and non–academic counselling**. This is very useful in deciding who does something and it also depends on the way in which counselling is organized in an institution.

Table 2 illustrates clearly how academic and non-academic counselling serves as a counselling support service for distance learners:

Table 2: Academic and Non-Academic Counselling

STAGE	ACADEMIC COUNSELLING	NON-ACADEMIC COUNSELLING
Pre-entry	i) Information on courses, entry requirements registration procedures etc ii) Preparatory course advice. iii) Course choice counselling.	i) Information on alternative instructions. ii) Advice to special cases, for example, disabled candidates. iii) Return-to-study counselling.
Entry	i) Information on course use-tutorial times, assignment dates etc. ii) Advice on studying the course iii) Course change counselling.	i). Information on alternative instructions ii) Advice to special cases, for example, disabled candidates. iii) Withdrawal counselling.
During the course	i) Information about delivery problems. ii) Advice on dealing with late delivery or incorrect material. iii) Course change counselling.	i) Information about other (that is, outside the course) aspects, for example, summer schools. ii) Advice about payment difficulties, counselling on personal difficulties, problems between tutors and learners, etc.
Exam.	i) Information about time/place- conduct of exam techniques and revision.	i) Information about special support available–extra time for disabled learners, etc. ii) Exam anxiety counselling.
Post-study	i) Information about further related courses. ii) Advice on further course choice iii) Counselling for results.	i) Information on possible career options. ii) Career advice and counselling. iii) Counselling failed learners.

Source: ES-313 Learner support service. Block 2- Counselling and Tutoring Services. Staff Training and Research institute of Distance Education, Indira Gandhi National Open University (2001).

According to STRIDE, IGNOU (2001), this table clearly illustrates that academic counselling could be deemed to be the business of the tutors, while non–academic counselling is the business of the central Institution. This in effect is not too different from the NTI DLS because the centre managers, course facilitators and field centers (Zonal and States offices) work in concert with the Students' Services section-Guidance and Counselling at the Headquarters to render counselling services to the distance learners at the various study centres in the Federation.

2.11 EMPIRICAL STUDIES ON DISTANCE LEARNING AND STUDY BEHAVIOURS

There is no doubt that empirical studies on distance learners have been carried out especially on the issues relating to their academics, that is, how they are coping with learning and studying, their behaviours or characteristics (profile), how they seek information and the support they need and the possible factors that could impede on their studies/learning (problems encountered). An empirical study is such that is based on experiments or experience rather than ideas or theories. This study can be foreign or local, provided it has bearing on the research under consideration.

Among the foreign written works on adult learners was that of Powell, Conway and Ross, (1990). This study advances a multivariate framework for examining the question of why some students successfully study through distance education and others do not and explore the predictive capability of students' "predisposing characteristics" in regard to their chances of successfully completing their first distance education course at Athabasca University (A.U), United Kingdom. The study further aimed at advancing a conceptual framework of student success and persistence in distance education and presenting the results of an investigation into the effects of one set of factors–predisposing characteristics–on student success. The primary variables responsible for discriminating between students who pass and those who fail or withdraw were

persistence, marital status, need for success and need for support. Other variables, as mentioned by the researchers that contributed to the significance of the function were students' literacy score, financial stability, study habit, gender and the students' rating of previous educational preparation. 68.7% of the students were classified correctly and the variables that made no significant contribution to the discriminant function included current educational level, educational commitment, level of support, attitudes towards studying, number of children and respondent's age.

From the discourse therefore, the researchers advanced nine major predisposing characteristics that were found to be significantly related to success. These variables which were included in the discriminant model in this study could be used to construct a reasonable detailed profile of potentially successful and "at risk" A U students. The characteristics are stated as follows:

i) Student who rated themselves highly on various measures of persistence related to taking on new projects were more likely to succeed in their AU studies.

ii) Married students (including those who had a common law relationship) were more likely to succeed than single students. This could be a measure of a more general underlying variable of the existence of support structures.

iii) Students who rated the consequences of not passing as serious were more likely to pass their first course. Respondents who indicated that they needed support from others to complete difficult tasks and who said they found it important to discuss course work with other students were among the unsuccessful group. The reason for this, according to researchers was because the AU's home study mode of delivery places a high value on independence, a value which was positive for independent learners but may not serve more dependent learners.

iv) Successful completers tended to rate their chances of succeeding in their course higher than those who eventually withdrew from or failed their first course.

v)   Student literacy as measured by a close test was also related to student success. This was because AU's open admissions policy and the fact that most learning has to be done using print-based materials were prevalent. Household income and perceived financial security were the two measures used to create this variable. Hence, respondents receiving the highest score on this combined measure were more likely to succeed than those with lower scores. The researchers also noted that household income alone was not associated with successful completion in bivariate analysis.

vi)   Students who said they had a designated place for study, regular times for study and generously estimated the study time needed to successfully complete their courses were more likely to pass.

vii)   Respondents who rated themselves as well organized in terms of time management skills said they generally had the time to do what they intended to do, were also likely to succeed.

viii)   Students who rated the value of their formal and informal (that is, out of school) learning as high in terms of preparing them for university studies at AU tended to succeed. The level of their previous educational experience, although measured in the study did not enter the model as a significant predictive factor but the students' subjective ratings of their educational experience entered. This suggests in the study that formal educational qualifications may not be an accurate measure of preparedness for distance education study as many would argue.

ix)   Female students were more likely to succeed than male students. The researchers opined that in a previous analysis when the mean completion rates of the courses chosen by students in the model were included, gender ceased to be a significant predictor variable. This suggested therefore that gender differences in completion rates are, at least partly, explainable by course choice.

From these results, the researchers concluded that the set of factors that predict student success and persistence among AU students would not necessarily apply to other populations of distance learning students and other institutions. Since AU's system of provision of tutorial and other forms of support places a premium on independence in learning as students do not meet in classes or tutorial sessions, progress through courses is unpaced and students are usually expected to take the initiative before receiving available forms of institutional support. This analysis furthermore showed that a substantial amount of the variance of completion behaviour is explained by predisposing characteristics. However, the explanatory value, though significant, does not account for all of the variance in completion behaviour, thus indicating that predisposition is not, in effect, predestination. This research has in effect, afforded the opportunity to assess the effectiveness of individual interventions predicated on predisposing characteristics.

The researchers also observed that despite the opportunity that this study afforded to assess the effectiveness of individual interventions predicated on predisposing characteristics, it did not however, accommodate interactions among predisposing characteristics, institutional factors, and life changes as portrayed in the framework. The analysis showed that a substantial amount of the variance of completion behaviour is explained by predisposing characteristics. However, the explanatory value, though significant, did not account for all of the variance in completion behaviour, thus indicating that predisposition is not, in effect, predestination.

The study then concluded that though the finding is not conclusive, it opened up the potential for using the model to identify "at risk" students, particularly as the discriminate score assigned to each subject can be roughly interpreted as a "risk quotient". Moreover, the results had provided an empirical support for a study on a systematic programme of research into success and persistence within the framework. The researchers believed that at this level, the framework will allow for the analysis of

interactions among predisposing characteristics, institutional factors and life changes, to allow the university to adapt and integrate its programme and service infrastructure to reflect the heterogeneous and changing needs of adult learning at a distance.

Powell et al's (1990), work have been able to provide answers to the question on why some students successfully study through distance education in A.U., United Kingdom and why some do not. Some of the variables that made significant contributions to the discriminant function between students who pass and those who fail were level of support and attitudes towards studying which is very significant in the case of NTI NCE distance learners. In conclusion, the work revealed that these respondents who either indicated they needed support from others to complete difficult tasks or found it important to discuss course work with other students were among the unsuccessful group. These set of students constitute the dependent learners. The reason for this, according to the researchers was that AU's mode of programme delivery places high value on independent learning which did not favour those who are dependent learners.

Consequently, educational counselling or any other strategy was not mentioned as part of the support given to these students who are dependent learners in Powell et al's work. These revelations are in consonance with NTI distance learners' situation. The NTI mode of programme delivery places emphasis on regular face-to-face tutorial contacts as a support to the learning materials. This in essence should make the NTI distance learners either independent or dependent learners because the contacts provide opportunities for learner-learner, tutor-learner and instructional-media learner interactions while the learning materials provide opportunities for self-learning or self-study before the contacts. Majority of the students that come into the NTI DLS are adults who study while working and may be unprepared for self-study. In addition to this, complaints of poor or incomplete supply and delay or completely out-of-stock course materials are treated most often. All these culminate into loss of interest in the

programme and gaps in learning which therefore create defective study habits and examination anxieties which may as well affect performances.

In view of the above revelations therefore, this present study tends to fill that gap that Powell et al's could not fill concerning the dependent learners who were the unsuccessful group in their work because they could not get the support they needed. The support that will be provided in this research will be counselling strategy for NTI NCE distance learners who will be liken as dependent learners, identified with study behaviour problems.

Another work that has bearing on this study is the work by Thorsteinsdottir (2001), who researched on information-seeking behaviour of distance learning students. The study revealed that an increasing number of universities are offering distance learning programmes as additional educational facilities. Hence, the need for flexible learning that requires a different type of pedagogies and service that the university and the university libraries can offer traditionally. Further revelation in the study proves that many of the students in distance learning programmes live far away from their host institution. Therefore, they lack adequate library facilities and do not have the same opportunities as students living on campus as regards the use of university libraries as information sources. Since distance learners' information acquisition has been associated with specific problems because they have more difficulties than campus students in utilizing university library resources, their information behaviour ought to be studied or identified.

Consequently, what hinders distance learners in their studies and how they overcome these problems then becomes imperative in Thorsteinsdottir's (2001), study which aimed at gaining deeper understanding of distance students' information behaviour pattern. To improve the conditions for distance learners, a deeper knowledge

about the hinderances and problems distance learners face in their information-seeking process is needed. The questions this study then dealt with are as follows:

i)   What problems do distance learners encounter in their information provision and how do they solve these problems?

ii)   What information channels do distance learners use and how do they use them?

iii)   Why do distance learners use the information channels they use?

iv)   What role do various information channels fill for distance learners?

In all, twenty (20) students were selected for this study. These students comprised of distance learners in library and information science (LIS) because they were studying how to seek information and how to make information accessible for their future clients. As many informants as needed were also interviewed in order to fulfill the soul of the research.

Two kinds of data-gathering methods were used by the researcher on the respondents in this study. These were Qualitative Interview and Diary note-taking. According to the researcher, qualitative method aims at describing and interpreting the themes that exist in the interviewees' life sphere. In this study, the interviews were semi-structured and concentrated on three main themes viz: the participants' problem/problem solving when seeking and using information in their studies; the participants' experience of information-seeking in their studies, and; their experience of information source/channels used. Part of the qualitative interview conducted was pilot interview and other interviews to help the researcher understand the context in which the students were acting as well as interpreting their actions and answers.

The pilot interview conducted was transcribed and analyzed. This helped the researcher to focus more on the central question in the project and also made it possible to reconstruct the interview guide. The interview thus sought information on the following: their information behaviour; their information needs; problems they had faced

when acquiring information for their studies; their information channels, the kinds of channels they used, why and how they used then; how the students used the public library in their local community as well as the university library; what role the internet played in the information-seeking process and how they used internet for their information provision, and ; what other channels the distance students made use of, and the barriers they were confronted with while seeking information. Other interviews conducted were with the distance learners' study coordinator and their librarian at the Swedish school of library and information studies. This was aimed at knowing the type of library service offered to the students.

In this Swedish school of library and information study, another method that was also adopted was diary note-keeping or note-taking. According to the researchers this is a method whereby notes are taken by respondents to complement the qualitative interviews. The students were asked to keep diaries for about two to three occasions while they were seeking information for a five credit paper assignment in their studies. They were encouraged to describe how the search went, if they encountered problems, and if so, how the problems were solved, to record how they sought information and why they chose to use the information source they selected.

Finally, the students were asked to report the results of their information search and to return their diaries at the same time. The researcher pointed out that the study is conducted from the students' perspective and reflects their point of view. The research also highlighted how the students experienced seeking information, how they used various information channels, what problems they met, how they felt about the usefulness of the information channels rather than how useful the channels were.

In conclusion, the researcher had worked with only the first phase interview-the structure while the second phase-the interpretation of the materials was yet to be done in which the thesis would have been revised and completed by the end of 2002. However,

he agreed that libraries play a vital role in the dissemination of information and that, students, trying to obtain quality education which promotes lifelong learning face many obstacles. He further affirmed that distance learners often cope with such difficulties multiplied even by the complexities of trying to research materials from hundreds or thousands of miles away. He then lamented that electronic resource which are not yet accessible to distance learners or not easy to use present obstacles which may never even be mentioned by an individual who goes to the university library.

In Thorsteinsdottir's (2001) work, the information acquisition, what hinders distance learners in their studies and how they overcome the problems was the focus. The study thus revealed that many of the students in distance learning programme live far away from their host institutions, hence, they do not have the same opportunities to use university libraries as a source of information like students living on campus. This experience is not different from the NTI NCE distance learning system. While the Headquarters of the host institution is located in Kaduna State, Nigeria, the field offices and study centres where learners converge for contact sessions are in different locations (government schools or institutions) regarded as study centres all over Nigeria. Despite the library and internet facilities at the headquarters in Kaduna, the NTI distance learners do not have the opportunity to access these. They only have to resort to the instructional learning materials which have been issued to them at their study centres for self study, tutorial contact sessions, examinations and other academic purposes. While NTI NCE distance learners can only access their course materials and tutorial contact sessions as the closest information acquisition in the absence of library facilities, Thorsteinsdottir's work did not reveal that distance learners have alternative source of information acquisition in the absence of libraries.

From this discourse therefore, Thorsteinsdottir's work revealed that despite the fact that distance learners do not have the same opportunities as students living on

campus as regards the use of university libraries on information services, they still cope with the difficulties from hundreds or thousands of miles away to obtain quality education that facilitates life-long learning. The bogey question will now be whether these students were being supported in any way, especially through the provision of educational counselling services. This assertion will thus generate part of what this present study will reveal concerning the effects that educational counselling will have on the study behaviours of NTI NCE distance learners who can access their course materials and tutorial contact sessions as the closest information acquisition even in the absence of library facilities regardless of location or distance.

A similar work on distance learners is that of Housell and Smith (2004). In this study, distance learners were perceived as often affiliated with adult learners and as a cohesive group known as nontraditional students. They are widely characterized but not necessarily limited to being part-time, over age twenty-five, motivated self-starters, focused, and above all, short on time due to family, career and life obligations. The study focused on the information needs of distance learners because the researcher and the other research articles referred to in the study believed that the information needs of these learners are as varied as the students themselves and closely match the information needs of any on-campus college undergraduate or graduate student. The only difference they have with the traditional student is that they need to access materials in more diverse ways than the typical scholar.

The researchers then opined that: distance learners rely almost totally on local libraries, public and university level, and computer accessible resources. These can often be confusing and frustrating for students, hampering their progress and extending the negative affective processes, including anxiety and apprehension, and; information overload can also be a negative influence on the learner's ability to make the connections

between pieces of information that present themselves and help the students make sense of the world around them.

From the foregoing, the researchers felt studies needed to be conducted examining these learners' requirements, preferences and technological abilities to provide them the resources they need in a timely and efficient manner. Hence, the study had to deal with the question, "are libraries adequately meeting the needs of the distance learners?" The methodologies for information retrieval implemented in the research were mailed, e-mailed, open-ended and hand delivered surveys, interviews, focus groups and questionnaires. Each of these methodologies however, was fraught with its own obstacles. The total sample population, that is, the user groups on which these studies were based was 300 participants in one group with smaller group sizes of 5 participants. This enabled the researchers to create and acquire in-depth answers to their queries and also prevented them from obtaining a larger impression of students engaged in on-line learning.

On the question whether libraries were adequately meeting the needs of the distance learners, the study suggests that providing library staff time to attend to the particular needs of distance learning students is a vital first step in the research process for an off-campus student. The researchers then argued that access to materials, although not as important to a programme as the content or presentation, is a vital component to providing on-line classes with the information they require. Hence, distance learners need to be able to access a computer with internet capabilities, on-line databases and journals, physical access to their local higher education, public and campus libraries, and perhaps, most importantly, reference personnel to address any questions or concern.

Housell and Smith's (2004), work revealed that information needs of distance learners closely match those on any on-campus undergraduates or graduates, but they only need to access the materials in more diverse ways. The bone of contention in this

work is if libraries are adequately meeting the needs of distance learners. They then opined that despite distance learners' reliance on libraries and computer accessible resources, they still become confused and frustrated which hamper their progress and causes anxiety and apprehension. In addition, they can also suffer information overload which can be a negative influence on the learners' ability to connect pieces of information together.

In all these circumstances, Housell and Smith's work did not identify any strategy or counselling as a support service to alleviate the distance learners' state of confusion, frustration that hampers progress and causes anxiety and apprehension and above all, information overload. The NTI NCE distance learners have no access to the headquarters, the host institution's library and internet facilities. Nevertheless, they will not be prevented to access these facilities if they come from their various study centres located in any part of Nigeria. On the other hand, they may be getting other materials from local libraries or computer accessible resources to complement the course materials they have been given by NTI and the face-to-face contact sessions which pave the way for learner-learner, tutor-learner and instructional-media learner interactions.

Furthermore, Housell and Smith's (2004), work suggested that providing library staff time to attend to the particular needs of distance learners will help in their research. The NTI NCE distance learners are provided with reference personnel, that is, course facilitators and centre managers to attend to their particular needs, especially on academics during face-to-face contact sessions. This provision is expected to alleviate confusion, frustration, anxiety, apprehension and information overload among NTI distance learners. On the issue of physical access to distance learners' local higher education, the NTI operational system is decentralized. There are field offices nationwide serving as an accessible arm of the headquarters to the distance learners. These offices provide the necessary administrative needs and relevant services but do not

provide accessibility to research materials, computer with internet facilities, journals and reference personnel to address any question that concerns academics, and above all effective counselling to alleviate whatever academic challenges they are facing. Effects of educational counselling as a solution that will be proffered to alleviating such challenges, especially the problem of accessibility to research materials which can affect study habit will therefore form part of the services that will be rendered to NTI NCE distance learners facing such challenges. All these will form part of the weaknesses and gaps this study will address and fill from the above discourse.

In addition to the above empirical study on distance learners is that of Gatsha (2010), who conducted research on the provision of learning support to remote distance learners who enrolled for a secondary school-leaving certificate in Basarwa and Bakgalagadi communities in Botswana, South Africa. The inhabitants in these two communities in this study live in four remote settlements, more than 40 kilometers away from a service centre that provides essential services such as educational services, hospitals and shops. These distances therefore make it difficult for them to access secondary education from three of the four settlements even without government assistance. Hence, they became marginalized in the educational system due to stringent academic competition and limited spaces at the twenty-eight (28) secondary schools in the country. Consequently, some decided to enroll for their Botswana General Certificate of Secondary Education (BGCSE) through distance learning provided by Botswana College of Distance and Open Learning (BOCODOL) which is capable of reaching the all out-of-school youths or young adults between ages 18 and 45, who could not meet up with the required points at the junior certificate level examination for academic achievement and admission into any of the twenty-eight (28) senior secondary schools. The qualitative data collected for this study involved semi-structured interview, journals, document analysis and observations while questionnaire provided quantitative data.

The purpose of this case study was to document learners' perceptions and experiences of learning at a distance and to improve service delivery. It also sought to answer the question on how distance learners from marginalized communities perceive and experience learning support. Most distance learners, according to Gatsha (2010), find it challenging to learn on their own without being taught by a teacher physically. They are not confident of their capability to learn using unfamiliar learning materials because they are new to DLS and associate learning. As a result, they need learning support (academic support) which includes study orientation, communication and study skills, face-to-face tutoring and assignment feedback. He further reiterates that "effective learning support is meant to help distance learners succeed in their studies" (Gatsha 2010:50), but if their expectations for enrolling in distance learning are not met, they may be misled or even withdraw. The key findings in this study thus include the following:

1). The need for BGCSE certificate qualification to improve the Basarwa and Bakgalagadi youths and young adults' predicament to further their education and increase their employment opportunities became imperative. They were also motivated to study at a distance by young adults that had passed BGCSE and were now employed by Local Non-Governmental Organizations (NGOs).

2). Most of the learners do not understand studying at a distance due to the misconceptions experienced during pre-enrolment counselling. English language, not mother tongue was used by the officers who handled the orientation. This beclouded their concept of learning support and then resulted to an ineffective orientation on how to learn at a distance.

3). The learners expected BOCODOL to provide them teachers who would teach word by word, rather than using a learner-centred approach or learning material to replace the teacher. This erroneous belief was borne out of the fact that the 2001

BOCODOL Charter and the 2005 BOCODOL Guidance and Counselling Policy sought to provide learner support to all distance learners across all programmes for the duration of their study. (Gatsha, 2010).

4). In academic progress, majority of the distance learners did not understand that they had active role to play due to the misguided expectation. They had not read the "How to Study Guide" and the "Learner Handbook" because they became overwhelmed with the course materials. They believed that their academic progress was dependent on their provision of quality tutoring or learning support. This therefore made them to conclude that the pre-enrolment counselling and the learner inductions had not been effective in sensitizing them to the demands of studying via distance method despite the fact that the BOCODOL conducts orientation workshops designed to assist them adjust to their new ways of learning, become effective learners, encourage belonginess and to help them progress successfully through their studies (academic and social integration). These learners even perceived that the support they get through orientation was higher (84.6%) than the support on study skills training (82.1%), individual help from tutors (82.1%) and weekend tutorials (76.9%), yet, they felt that orientation had not been effective enough. Gatshar (2010), however maintained that the effect of orientation makes some distance learners to form stronger peer relationships and also study together.

5). The provision of learning support services to all distance learners through the year 2001 Learner Charter and the 2005 BOCODOL Guidance and Counselling Policy pronouncements and practice are mainly at micro level. These shortcomings on the part of BOCODOL consequently led to mismatch between learners' expectations, perceptions and actual experiences. To this end, the failure to adhere to the best practice as espoused through the Learner Charter, tutor-maker guide and the Guidance and Counselling Policy thus led to some learners' dissatisfaction.

6).   Distance learners in marginalized communities had no privilege to learn in their own language except in English language. Failure to understand concepts in printed learning materials written in English therefore resulted into decreased learning motivation to levels which made them failed to complete their assignment or even to study. Gatsha (2010), then concluded that distance learners in his research faced some challenges that hinder effective learning support. Some of these challenges include: isolation, poor reading culture, poor scholastic backgrounds and bad educational experiences; distance learners not having alternative to libraries, internet or educated people in their areas; inadequate response to the needs and aspirations of distance learners due to poor strategic planning of learning support policy. For example, the inability to provide all with Guidance and Counselling and up-to-date information.

It is quite clear that from Gatsha's study, secondary school distance learners' perceptions and experiences in learning support and attitude to the learning system are not too different from those in the tertiary institutions like the NTI NCE DLS. This is evident in the challenges they face in learning on their own without being taught by a teacher. Despite the fact that Botswana has a Learner Charter and Guidance and Counselling Policy which sought to provide learner support to all distance learners across all programmes, majority of the distance learners did not play their own role by reading the "How to study Guide" and the Learner Handbook. They also felt that the pre- enrolment counselling and learner inductions as provided for in the BOCODOL policies had not been effective in sensitizing them to the demands of studying by DLS.

The inability of the policy to provide Basarwa and Bakgalagadi distance learners especially with Guidance and Counselling despite the highest support they get through orientation thus became a bogey issue in Gatsha's study. Another challenge that is also an issue is learners' dropping out of the programme due to poor understanding of

learning materials. This assertion proves that they also have problems with study behaviours and Gatsha then opined that it could be due to "management failing to put in place mechanisms for detecting learners without adequate learning skills and provision of programmes that could support such learners" (Gatsha 2010:122). Hence, the need to improve on the services being rendered to the Basarwa and Bakgalagadi distance learners in Gatsha's study.

The NTI NCE distance learners are also provided with pre-admission counselling (at the study centres before they were given admission) and orientation exercise especially during and after matriculation ceremony, students' handbooks, information booklets, tutorials and learning materials. However, the need for provision of programme, that is, educational counselling that could support those learners with problems of inadequate learning skills also became imperative in this research.

From these discourse therefore, there is a limit to which BOCODOL Guidance and Counselling Policy and the Learner Charter could handle in Gatsha's work. This present study will then set out to fill such gap by providing a programme that could support and improve on the services being rendered to NTI NCE distance learners with such challenges.

There are studies on distance learners in Nigeria, some of which are also based on empirical studies. Among these studies was that of Aderinoye's (1992) research, conducted on retention and failure in distance education: the experience of the National Teachers' Institute (NTI), Kaduna. The purpose of this study was to determine the factors leading to wastages among distance learners of the Teachers' Grade II Programme of the NTI, Kaduna, with a view to finding possible solutions to reducing the failure rate and increasing retention rate. The data collected through the instruments were analyzed using chi-square and analysis of variance (ANOVA). This was used to

determine the influence of the various factors on the failure and retention rate of the Teachers' Grade II distance learners.

Findings from the study established that: Educational background of Teachers' Grade II distance learners was inadequate and it greatly affected their retention and failure rate; Course materials significantly affected the learners' rate of retention and failure; Facilitator/tutor factor significantly affected the rate of their retention and failure; Environmental variables were not conducive to learners' need and thus significantly affected the subjects' rate of retention and failure; Financial inadequacies of the distance learners grossly affected their rate of retention/failure; Distance learners are burdened with too much of social responsibilities and this invariably affected their rate of retention and failure; Motivation available to learners was not adequate and it thus affected the rate of retention and failure, and; Factors like boredom, professional advancement, learners' welfare, external expectation of learners and their cognitive ability variedly affected the Teachers' Grade II distance learners.

Based on these findings therefore, the researcher made suggestions on how distance learning system can sustain learners' interests and improve performances. He then opined that: Distance learners should understand the basic concepts and attributes of distance education; Entry qualification of learners for a particular course of study be uniform; The cost of course materials be highly subsidized by the Government or the employers of learners; Distance learners be motivated and encouraged during the course of their programmes through appropriate reward system in the work place; Qualified and trained course writers on distance learning system be employed to write course materials for the learners; Study centres be adequately equipped with support materials to facilitate better learning environment for the learners; Course materials be produced and distributed early enough for the learners' use, and; The various Government policies should take into consideration the implication on the working populace.

From this discourse, Aderinoye's (1992), work bothered on finding possible solutions to reducing failure rate and increasing retention rate of NTI Grade two distance learners. Among the findings that affected retention and failure rates were course materials, facilitators' factor, cognitive ability and too much of social responsibilities. The issue of course materials in NTI distance learning programme is very crucial because that is the medium of academic and instructional media learning resource. Hence, the cost is subsidized and embedded into the tuition fees which they are allowed to pay in two installments, that is, per semester. If the retention and failure rates of grade two distance learners in Aderinoye's work were affected by course materials, then it could be that the students did not make out time to study the materials effectively.

On the other hand, it could be that they were prepared for effective study but if the materials were not readily available even after they have paid tuition fees or until examinations were at hand, or they were saddled with two much of domestic or social responsibilities which might have prevented them from sourcing other materials that would have helped organized their study tasks properly, the failure rate may be on the increase. All these will categorically lead to boredom, lack of motivation and external expectation which may have adverse effects on their cognitive ability and rate of retention, thereby leading to failure. The recommendations that qualified and trained course writers to write course materials cannot be over-emphasized because this factor had already been taken care of by the NTI Management. The only aspect that may affect retention and failure is if facilitators or tutors did not handle the contact periods effectively by imparting knowledge to the distance learners and also being another source of reference personnel. These may therefore make NTI NCE distance learners suffer proper tutor-learner and learner-learner interactions.

From all these findings, there was no recommendation of any learner support in Aderinoye's work to alleviate the factors that contributed to the failure rate of the Grade

two NTI distance learners. Educational counselling, as part of learner support services might have helped some of these learners in Aderinoye's work to overcome such challenges like boredom, lack of motivation, external expectation, professional advancement, cognitive ability and inadequate educational background. The effect educational counselling would have, especially on the cognitive ability, which was not mentioned in Aderinoye's work, however, forms part of what this present study sets out to consider and experiment on NTI NCE distance learners.

Another study conducted on distance learners by Ojokheta (n.d.), *w*as analysis of selected predictors for motivating distance learners towards effective learning in some distance teaching institutions in Nigeria. The study sought to investigate the predictors that help motivate distance learners to achieve effective learning, to sustain interest in their learning programme as well as to ensure their successful academic achievement in the programme. The scope of the study covered two distance teaching institutions namely Distance Learning Institute (DLI), University of Lagos, Akoka and Centre for External Studies (CES), University of Ibadan. The researcher affirmed that the study becomes imperative as a result of the recent recorded drop in the enrolment figure of distance learners in the two mentioned institutions.

The descriptive research design was adopted for the study. Six research questions were carefully formulated and were most importantly aimed at ascertaining the composite influence of all the independent variables on the dependent variable and the relative contribution of each predictor in motivating the learners. The researcher constructed two questionnaires which were validated by some scholars. The questionnaires which exhibited a reliability coefficient of 0.92 and 0.89 at 0.05 significance level were administered on 1,245 randomly selected distance learners from the two institutions. The results then revealed that the major predictors for motivating distance learners were the: nature and quality of student support services provided, the

quality and learners' perception of course materials, and tutors' response or feedback pattern on assignments, and; structure of the study centres and the technical media employed in disseminating learning content.

Based on these results, the study then recommended that: career counselling services be rendered to distance learners immediately they are offered admission and this should be on continuous basis; a course which will equip the distance learner with study skills and strategies be designed to assist the learners in their learning patter, and; course materials are written in a style that enhances more conversation to help establish social presence of the tutors before the learners. The researcher then concluded by saying that these recommendations have implications for proper organization and management of distance learning programme in Nigeria.

One of the major recommendations in Ojokheta's (n.d) work that bothered on designing a course which will equip distance learners with study skills and strategies has a lot of bearings with this study. Designing a course on study skills and strategies may subject NTI NCE distance learners to writing semester examinations in that course and may not really motivate them to achieve effective learning, sustain their interest in their learning programme and ensure successful academic achievement. The tendency to read or cram to pass may therefore be rampant without practicing the study skills or putting the strategies into action.

In view of the above, a treatment package on effective study skills and strategies for distance learners will be more suitable in this research rather than designing a course on study skills and strategies. This will form part of the general educational counselling services that will be rendered to any identified NTI NCE distance learner who needs to undergo treatment for a peculiar problem with studying which is the major factor that this study sets to find solution to.

Another empirical study on distance learners in Nigeria was conducted by Ajoku (1997), on Study Behaviour Problems of Distance Education Students: A case study of Abia State University, Uturu. In this study, distance education is perceived as the formal education which permits the interactive activities for meaningful learning with partial separation or face-to-face contact between the teacher and learner which is facilitated by mechanical and or technological based intervention. The study addressed eight research questions and the data were analyzed by the use of percentages.

The researcher discovered that most distance education students approach studying differently and because they are mature, they have difficulties in coming back to formal education after many years away from studying. In the bid to achieve academic excellence therefore, majority of adult learners encounter some problems of combining their studies and world of work. This may then disturb them while the urge to read and pass well in examinations could lead to frustration. He also argued further that irregularity in study habits among home-based and independent learners is a major learning difficulty. While arguing that irregular study habits could lead to failure for even a committed distance education student, he further stated that the unavailability of quiet study rooms can also lead to distracting study conditions and problems, prominent amongst which is examination anxiety.

Against this background therefore, the researcher opined that adult learners, especially distance education students need some diagnostic therapy in order to identify the sources of their study behaviour problems for effective psychological feedback and technique in the learning process. He stressed that the diagnosis of distance education students' study behaviour problems would equip lecturers in understanding the study patterns of adult learners. He then agreed with Akinboye's (1976), Bakare's (1970) and Ekennia's (1991) views that since the study behaviour of some students has been found to be self-defeating and unproductive, the need for psycho-educational counselling

among distance education students that would cater for the inadequacy of specific study skills would be required.

Further in Ajoku's study, a modified version of the Study Behaviour Inventory (SBI) (Ekennia, 1991) was administered by the researcher to two hundred and nine (209) distance education students, randomly selected and stratified according to their area of specialization from ten centres to ensure high percentage return. The SBI is a 60 item self-reported inventory designed to elicit specific information about the students study behaviour. The researcher conducted a pilot study with the modified version of this instrument using fifty-seven (57) students of the Distance Education Programme of the Imo state University, Owerri. He reported that there was no ambiguity in the interpretation while a test retest interval consistency of 0.79 was established. The findings in the study showed that CA, STD and TA ranked first, second and third respectively among the eight study behaviour problems that influenced distance education students, while organization of study schedule procedure (OSP) was the least factor. These, according to the researcher, pointed to the fact that majority of adult learners combined their studies and world of work with family commitments thereby having no sufficient time to study effectively. The implication of this result meant that there is need for student support services which should be designed to aid distance learning.

Ajoku's (1997) work, recommended that distance learners need some diagnostic therapy to identify the sources of their study behaviour problems. He also added that psycho-educational counselling which will cater for the inadequacy of specific study skills and a designed student support services to aid distance learning is imperative. Though Ajoku administered SBI to bring forth specific information about study behaviour problems of distance education students of Abia State University, Uturu, Nigeria, the conclusion did not bring into being the particular psycho-educational

counselling that will cater for the inadequacy of specific study skills or a designed student support services to aid distance learning. This was expected to have been stated as the counselling strategy embarked upon to treat the four areas identified as the major challenges among the eight study behaviour problems of these distance learners.

This present study has a lot of similarities with Ajoku's work in the area of identifying the study behaviours of NTI NCE distance learners. The effects of a particular counselling strategy which Ajoku's work could not identify would be the gap that this study will fill with the provision of educational counselling. This strategy would then be embarked upon to treat the problems identified in the study behaviours of NTI NCE distance learners in this research.

At the National Teachers' Institute, a number of institutional and practitioner research and evaluation on NTI distance learners have also been done. Among such was the report on the study of a baseline data survey of the 1st and 2nd sets of PTTP students; a transactional evaluation of the 1st and 2nd sets of PTTP students, and; a tracer study of the products of the programme (Mohammed and Durodola, 2002). This study which was carried out on the transactional evaluation of the 1st and 2nd sets of PTTP by DLS of the NTI identified a number of logistics and administrative problems observed during the routine administrative monitoring conducted by NTI and the appropriate action taken. Some of the identified problems include: late arrival of course books to the field, inadequate incentives for course tutors, lack of financial incentives that were promised to the students in some states and lack of adequate access to laboratories and libraries in some host centres covered.

Mohammed and Durodola (2002) further reported another tracer study on PTTP graduates of the programme which was assigned to Tee-Kay education consultancy services. This tracer study which was jointly sponsored by the NTI and the World Bank aimed at evaluating the effectiveness of the PTTP programme on these teachers. The

study found that 27.5% of the PTTP teachers were rated very effective, 57.1% highly effective, only 13.5% fairly effective and 1.9% not effective at all. The study also identified definite areas calling for improvement both in teachers' performance and in curriculum as well as the duration of the programme.

One of the most comprehensive evaluation studies on NTI NCE by DLS was carried out by a team comprising Baikie, Ehindero, Alao and Adeleke (2003). The study evaluated the students' support services and also assessed the effectiveness of graduates of NTI NCE (DLS) in the classrooms, the status of the learning environments of study centres, the professional profile of course facilitators and managers, the students' academic and professional performances across cycles. This study also recognized that students could not acquire the desired independent learning skill which is one of the areas calling for students' support and improvement on the services rendered.

The Field Operations and Students' Services Department (FOSS) in NTI conducted administrative monitoring of the NCE (DLS) in the 1st quarter of 2004 to prove that NTI pays serious attention to quality assurance. Part of the challenges observed and reported during the monitoring include: delay in the distribution of course materials and outstanding course materials to the students at the study centres; irregularity in course tutors' attendance to contact sessions and; problems which compete and conflict with their studies, for example, academic problems in the area of their chosen courses due to lack of proper guidance before choosing the courses; phobia and fear of failure in some subjects like mathematics and integrated sciences; socio-personal problems vis-à-vis ill-health, domestic or marital problems, social functions or sudden withdrawal from course of study due to unforeseen circumstances and; late release of examination results which had been responsible for students' low morale and haphazard preparations for examinations.

In addition to the afore-said, a Guidance and Counselling research report submitted to FOSS department (2008), was carried out to identify: the counselling needs of NTI NCE distance learners, some factors that constitute learning difficulties to these students and the administrative and management problems that affect students' learning programmes. The aim of this research was to determine the provision of additional, appropriate and effective guidance service that would assist NTI NCE distance learners in alleviating the effects of these problems on their learning and general well-being. Reports showed that some of the factors that constituted learning difficulties to NTI NCE distance learners include: not having enough course books to prepare for examinations; combining official work and studies together with responsibilities in places of work which always leaves them with little time to study and; delay in the supply of course books which eventually made them to lose interest in the programme. Apparently, all these challenges can lead to irregular study habits and loss of interest in learning activities.

In all these studies that were carried out in NTI, educational counselling programme was not referred to as a form of strategy used to produce any positive change. The reports of the administrative monitoring conducted by FOSS department (2004) on the NCE DLS did not identify educational counselling as an area that could provide effective quality assurance to the programme and also add academic support service and supplementary value to the distance learners. Even with the existence of Guidance and Counselling services in FOSS department, reports on the challenges of factors that constitute learning difficulties to NTI NCE DLS students in the Guidance and Counselling research report submitted to FOSS department (2008) did not also identify educational counselling as a service that could provide additional, appropriate and effective guidance service to assist NTI NCE distance learners in alleviating the effects of this problem on their learning and general well-being. Although course tutors

and supervisors at the study centres make efforts to advise the students as the need arises, trace the students to their homes or work places and also get in contact with the students' husbands or community heads to solve some of their problems, reports did not show that educational counselling programme was rendered to alleviate the irregular study habits and loss of interest in the learning activities.

Furthermore, the comprehensive evaluation studies on NTI NCE by DLS carried out by Baikie et al (2003), did not also identify educational counselling programme as an area that could provide effective quality assurance to the NTI NCE by DLS. This was also evident in the tracer study on the PTTP graduates by Mohammed and Durodola (2002), which did not identify educational counselling programme as one of the approaches that could improve teachers' performances and effectiveness of the programme, especially for the teachers that were rated not effective at all. Since all these studies did not make reference to the effectiveness of educational counselling programme as a useful strategy, this present study will therefore consider such gaps.

A study by Ukpo (2006), also explored the support for distance learners in a Nigerian Distance Education Programme, a case study of National Teachers' Institute (NTI) Kaduna Distance Students. This research reports on a study that draws on the perception of students, tutors, field centre coordinators and central management to evaluate the support services provided to students in the NTI's distance teacher training programme and how they meet the needs of the students enrolled in the NCE DLS. In this study therefore, learner support focuses on providing learners with the assistance they need to achieve their desired outcomes in a distance learning environment. Services such as tutoring either by face-to-face, correspondence or telephone, counselling, organization of study centres and interactive teaching through television and radio are crucial in the context of distance education systems both in developed and developing countries.

The purpose of the study was to trace the trend of students' passes and failures from the first set that graduated in 1993 to 1999. The researcher then used both quantitative and qualitative approaches for this study. The study addressed eight research questions and the data analyzed by the use of percentages. Her findings revealed that the pass rate appears to have dropped from 86% in 1993 to 41% in 1999. She further discovered that the pass rate improved a little above average in years 2000 (52.16%) and 2001 (56.78%) but had remained below 50% in 2002 (45.19%) and 2003 (48.47%). This lack of success in enabling students to successfully pass the course then motivated the researcher to make an enquiry into the nature and role of student support services at NTI.

The evaluation framework developed was limited to being illuminative of support services that will eventually improve students' learning and in turn the quality of output. Her reports also showed that questionnaire and structured interview were used to collect data and gather information needed for the study. The summary of the findings as discussed by the researcher then showed that the NTI students were typical of distance learners-adults, aged between 33 and 37. They are largely females (57% of the total sample) and are part-time students who may have other responsibilities such as work (about 74% are in employment) and/or families. Majority of these students are serving teachers while some are secondary school leavers.

The researcher also gathered that majority of the students (52.9%) prefer to study at study centres, thereby having to travel frequently between one and five kilometers to access facilities at study centres. The study further revealed that: 80.4% have access to radio, 40.4% have access to tape recorders and 41.2% to television. This showed that the rate of accessibility to Audio-visual aids is higher than Information Communication Technology (ICT) which could have served as alternative study materials rather than traveling to study centres to access facilities; The services provided by NTI to DLS students through a decentralized support structure comprising the Headquarters in

Kaduna, Zonal Offices, State offices and Study centres include face-to-face contact sessions at study centres to aid learner-learner, tutor-learner and instructional-media learner interactions; Students' perception of support services was generally positive, and; The students value tutorial/face-to-face contact sessions because 86% were pleased with the frequency of contact sessions during weekends while 85.8% believed that the contact sessions were absolutely essential for their understanding of the course. However, 57.9% reported finding it difficult to get additional support whenever they were unable to attend face-to-face contact sessions or examinations. This implies that students can only seek help from tutors during face-to-face contact hours.

The researcher in addition affirmed that the students' perception of the course book and study guide were essential for gaining a good understanding of the concepts. Most (48.2%) of their concerns were the delays in the production and distribution of course books and the unavailability of reference materials from the library (56.2%). The researcher then observed that since the course book serves as main resource or tool, which enables 'internalized didactic conversation' to take place, the delay in the production and distribution of course books becomes problematic for these students because they are unable to move beyond simply acquiring information (from their tutors) or to be 'self-directed' in their learning. The study also observed that the description of activities carried out during study centre visits does not show that much attention was being paid to the tutorial/counselling functions of tutors or the effect this was having on students' learning, rather, it highlighted the problems faced by students.

While these findings present some major challenges for the NTI in the provision of support services to meet the needs of students and to sustain their motivation on the course, they also place students at a high risk for drop out and poor course performance. The study also confirmed that tutors were able to evaluate the effectiveness of their tuition mainly through feedbacks from students during one-to-one discussions,

comments written on their assignments and students' reaction or body language during class session. The study then concluded that: all the respondents and interviewees showed commonalities in terms of problems in the provision of student support services; students, coordinators and tutors complained of lack of resources such as course books and reference materials; pass rates may be low largely because course tutors are unable to provide the cognitive support necessary to impact on learning, and; tutors are prepared to give the best support they can, but feel that they are inadequately supported in terms of the teaching materials available to them, the opportunities available for staff development and the quality of supervision they receive.

Ukpo's work traced the trend of NTI NCE distance learners' passes and failures from 1993 to 2003 with the nature and role of students' support services being rendered to them. Amongst her findings were that NTI NCE distance learners found it difficult to move beyond simply acquiring information from their tutors or to be self-directed in their learning if there is delay in the production and distribution of course materials. Furthermore, Ukpo's work observed that description of activities carried out during study centres' visits did not show that much attention was paid to tutorial and counselling functions of tutors or the effect this was having on students' learning.

From these assertions and her conclusions, it is apparent that general educational counselling programme was totally neglected at the study centres because course facilitators were unable to provide this service to NTI NCE distance learners. Facilitators would have seized this opportunity to give these learners such assistance so that the desired outcomes would be achieved during evaluation of the effectiveness of their tuition. Considering this confirmation therefore, this present study, unlike Ukpo's work, will pay much attention to the effects that educational counselling programme will have on study behaviours and learning problems such as defective study practice.

2.12   SUMMARY OF REVIEW OF RELEVANT LITERATURE

The literature on distance learning and distance learners that were reviewed considered these concepts as a programme that is different from all forms of conventional face-to-face direct teaching. Hence, the task of counselling distance learners becomes very challenging because they are isolated and study alone for most of the time before contacts.

In view of the foregoing, a lot of lessons were learnt in this regards. Among such was distance learning is preferred as a choice of study because distance learners are frequently affected by their need to be acquainted with or learn to do something and to achieve despite many impediments that may want to pull them away from studying. The literature further revealed that if studying is done most of the time as expected by NTI NCE distance learners and effective study habits is cultivated, they will do better and improve on their weak areas. This is evident in the private study hours designed for NTI distance learners. Whereas the literature reviewed revealed that because learning at a distance can be very demanding, due to the absence of a teacher, the effectiveness of adult learning varies with learning ability but can still be affected by the approach the adult takes to the learning activity. To this end, the strive to ensure that quality time as specified by the design of the programme is devoted to studying in order to achieve success and alleviate problems associated with studying then becomes imperative.

In all, none of the evaluative studies reviewed focused on the effects of an educational counselling programme on study behaviours of distance learners and how the provision of educational counselling service can alleviate these study behaviour patterns. The variables relevant to this study include evidence of inhibition to effective studying by distance learners due to academic or vocational, psychological, physiological and social-personal variables that impede on the learning processes of distance education learners.

The inability of these reviewed studies to identify the effects of an educational counselling programme on study behaviours of NTI NCE distance learners and the extent to which counselling strategies can alleviate these problems constitute the significant gap this work sets to address.

CHAPTER THREE
METHOD AND PROCEDURE

This chapter is devoted to the method and procedure that was adopted for the study. It included the design of the study, population and sample, sampling techniques, instrument for data collection, validity and reliability of the instrument, procedure for data collection and methods of data analysis.

3.1   THE DESIGN OF THE STUDY

The design of this study was the experimental design. McLeod (2007) stated that experimental design refers to how participants are assigned to the different conditions in an experiment. By this design, participants are divided into two groups, that is, the experimental group and the control group whereby a change, that is, treatment (intervention) for the experimental group is then introduced. The Mosby's Medical Dictionary (2009) also acknowledged that experimental design specifies an experimental group and a control group which is used to test cause-and-effect relationships between variables. By this design also, the independent variable is administered to the experimental group and not to the control group, and both groups are measured on the same dependent variable.

There were two groups namely, control and experimental which were chosen and assigned out of convenience. The two groups were drawn from the same population, that is, NTI NCE DLS cycle 2 students in two different study centres in Kaduna metropolis so that there would be no diffusion of information about the treatment and for fair representation. The preference for cycle 2 students is informed by the fact that they were still in the programme for some length of period within the research since the students in cycles 3 and 4 would soon graduate. Apart from this, they have the same characteristics and were also mature with an understanding of the operation of DLS and coping skills for the programme.

The nature of the experimental design was the Pretest-Posttest Control Group Design. This is illustrated in figure 2:

R   O$_1$ X   O$_2$ -------------- Experimental group

R   O$_3$ (Blank)   O$_4$ -------------- Control group

Where: R   =   randomization (indicating that selection has been controlled).

     O   =   observation (or measurement).

     X   =   treatment (i.e., a particular experience to which some subjects are exposed).

     (Blank) =   no treatment
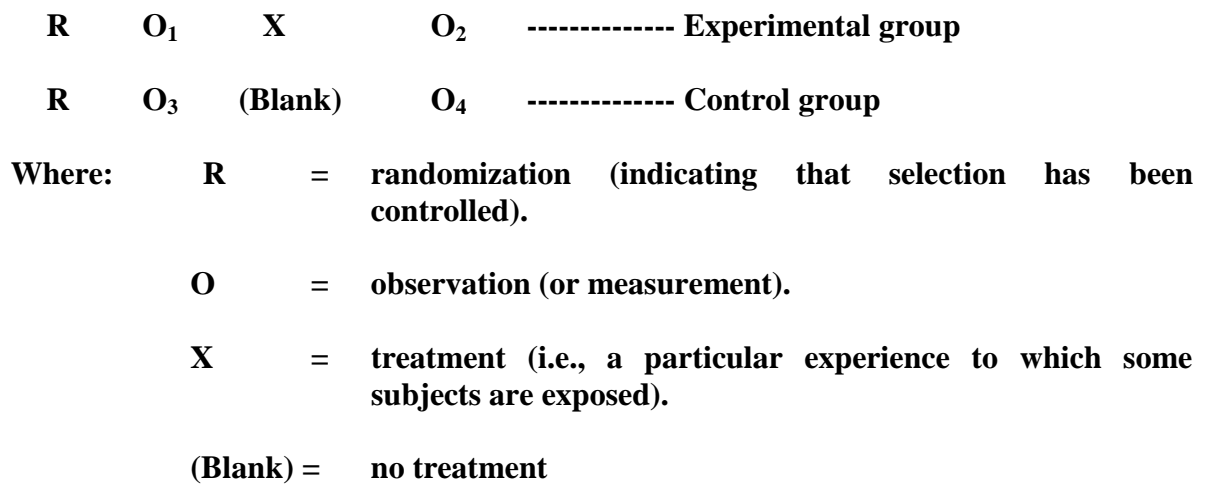
Figure 2

Pre-test Post-test Control Group Design. Source: Awotunde and Ugodulunwa (2004, p.34). Research Methods in Education. Jos: Fab Anieh (Nig.)

With this design, both the control and the experimental groups were compared. The label O_1 and O_3 in the illustration was the pre-test measure (data) for the experimental and control groups respectively, while the label O_2 and O_4 was the post-test scores for the experimental and control groups respectively. There was a pretest administered to the two groups prior to the exposure of the two groups to different conditions. At posttest, the experimental group was then exposed to eight (8) weeks treatment in their study centre while the control group was not exposed to the treatment. The control group was in their study centre, observing the normal tutorial contact session without diffusion of information and was not exposed to the eight (8) weeks treatment.

At the end of exposing these two groups to these different conditions, there was a post-test administration to the two groups and then a follow-up assessment after another eight (8) weeks. By this design therefore, the purpose of comparing the raw scores on the pre-test, post-test and follow-up assessment of the two groups was achieved. This helped the researcher to determine the effects of the treatment on the experimental group.

3.2   POPULATION AND SAMPLE

3.2.1   Population

The NTI NCE distance learners in Nigeria constituted the population of the study. They are found in the 36 states of Nigeria and the FCT as shown in Appendix Bi. The table shows that as at December, 2011, there were 40, 085 students comprising of 9, 948 (25%) males and 30, 137 (75%) females. Out of this population, 10, 017 students were in cycle two (Appendix Bii).

The population distribution of this study was made up of both male and female NTI NCE cycle 2 distance learners in two (2) NTI NCE DLS study centres. They were between 20 years and 50 years old, most of whom are teachers, workers and family men and women. This, in essence, makes them to have equal responsibilities towards their

jobs, families and other commitments. Other information on the personal data of the population included present occupation, type of school and years of working experience.

The total population of the 2012 NCE DLS cycle two students in Kaduna State is 1,950 (Appendix Biii). The study eventually selected only the students who were in Kaduna metropolis from this population because it is not realistic or practical to access or manipulate the large population of NTI NCE DLS students in Nigeria (Appendix Bi).

3.2.2 Sample

From the population of 1,950 NCE DLS cycle two students in 15 (fifteen) study centres (Appendix Biii) in Kaduna state, only a sample from two study centres was selected for the study. There were three centres in Kaduna metropolis with a total of 1, 384 students (Appendix Biv). These centres were Kaduna Teachers' College, Kawo: 722 students; Government Secondary School, Sabo Tasha: 348 students; and Government Secondary School, Doka: 314 students (Appendix Biv).

The two centres and the sample size that were involved in this study were drawn from these three centres since the study is limited to only Kaduna Metropolis. The main reason for the two centres and size of the sample is informed by the fact that there were two groups, that is, control and experimental, which must be represented. Moreover, the cycle 2 students were still in the programme for some length of period within the research. Apart from this, they were mature, having an understanding of the operation of DLS and possessed coping skills for the programme.

From this sample therefore, the study eventually selected students with poor study skills after the pre-test to determine the effects of the treatment after 8 weeks at post-test and after another 8 weeks at follow-up assessment. The personal data of the population sample for the pilot study by variables and percentages are thus revealed in Appendix Bix and Appendix Bx.

3.3   SAMPLING TECHNIQUES

In order to have a sample that is representative of the population of NTI NCE distance learners therefore, purposive sampling technique was employed to select the sample. According to Lund Research Ltd (2012), purposive sampling is judgmental, selective or subjective sampling which relies on the judgement of the researcher when it comes to selecting the units (for example, people, cases, events, organizations or pieces of data) that are to be studied. This in other words implies that purposive sampling technique is a type of sampling that is done for a more specified type of need or purpose according to the requirement. It is also targeted towards a particular group and the result is derived out of that group only (Purposive Sampling, 2011). Awotunde and Ugodulunwa (2004) further espoused that purposive sampling is a technique a researcher employs to select a sample that appears to be representative of the population defined by the research problem.

Suffice it to say then that the main aim of purposive sampling according to Lund Research Ltd (2012), is to focus on particular characteristics of a population that are of interest, which will best assist the researcher to answer the research questions. To buttress the aforesaid therefore, the choice of this technique is informed by the fact that the research is restricted to Kaduna Metropolis. Apart from this, every NTI NCE DLS centre in the state has the minimum population from which the needed sample for the research can be drawn for fair representation.

In line with the aforementioned, there are fifteen centres in Kaduna state. Out of these, three centres are in the metropolis while the remaining twelve centres are spread over the state. The three centres in the metropolis were separated from the twelve centres since the study is limited to the metropolis. The sample for this study was then drawn from two (2) NTI NCE DLS study centres in Kaduna metropolis, namely: Government Secondary School, Sabon Tasha which was used as the experimental group and

Government Secondary School, Doka used as the control group. All of them were selected and accessed in the two study centres during weekend tutorial sessions to prevent contacts, diffusion of information and manipulation of results from the two groups. Besides, they were the two centres outstanding in the metropolis to be used in the study as one of the centres had been used during the pilot study in order to have a fair representation of having one of the three centres in the metropolis.

Following this procedure, purposive sampling was therefore employed to select the number of respondents in the two centres. This is because the technique is such that makes a researcher to select a sample that appears to him/her as being the representative of the population defined by his/her research problem. The number of respondents that represented the experimental group in Sabo centre and the control group in Doka centre were assembled in their centres on the day the questionnaire was to be administered. Out of the expected three hundred and forty-eight students (348) in Sabo centre, one hundred and fifty-two students (152) were available due to attrition and permission to be away from tutorials. The questionnaires were then administered to all of them as representatives of the treatment group from each department. Similarly in Doka centre, out of the expected three hundred and fourteen students (314), one hundred and five students (105) were available due to attrition and permission to be away from tutorials. The questionnaires were also administered to all of them as representatives of the control group from each department. Consequently, all these students were chosen as representatives of both the treatment and control groups.

To select the grand total sample for the study, the questionnaire was administered to 105 respondents representing the control group (Doka centre) and the 152 respondents representing the experimental group (Sabo centre). At Sabo centre, one hundred and twenty (120) questionnaires were retrieved and fifty-six (56) respondents (experimental group) exhibited defective study behaviours. Out of this, thirty-five (35) respondents

completed the eight (8) weeks treatment sessions at post-test and eight (8) weeks follow-up assessment while twenty-one (21) respondents did not complete the treatment as they were absent throughout all the treatment sessions. At Doka centre, out of the seventy-four questionnaires (74) that were retrieved, thirty (30) respondents (control group) exhibited defective study behaviours. The post-test and the follow-up assessment were then administered on these thirty (30) respondents in the control group.

Consequently, the grand total of the sample for the study is sixty-five (65) respondents, that is, thirty-five (35) respondents in the experimental group and thirty (30) respondents in the control group. The results therein were subsequently used to answer the research questions and to also test the hypotheses.

3.4   INSTRUMENT OF DATA COLLECTION

For the collection of the data, the SBI by Ekennia (1991, Appendix Ai) was the instrument that was employed as it has been tested within the cultural settings of students in Nigeria. Furthermore, the inventory is very useful for tertiary students as a diagnostic instrument designed to identify effective and defective study practices which affect academic performances (Ekennia, 1991).

3.4.1   Description of the Instrument

Study Behaviour Inventory (SBI)

As described in the inventory manual (Ekennia, 1991), the SBI is a 60 item self-report inventory designed to bring out precise information about students to study behaviour (Appendix Ai). It is also designed to identify effective and defective study practices which affect academic performances of all students. In addition, it makes possible for students to describe how they attend to studies, prepares for and reacts to examination and subsequent performances in examinations.

The choice of SBI as the research instrument that was adapted for this study is dictated by the nature of data required to determine the influence of the variables on the

study behaviours of NTI NCE distance learners. The information required is the evidence of inhibition of effective study by distance learners due to psycho-social, economic and physical variables that impede on the learning process of distance learners and the counselling challenges.

The SBI is divided into two parts. Part one taps information on the respondents' personal data. This was modified to give information that would suit the idiographic and demographic data of the respondents for this study. For example: State, Study centre, Cycle, Age, Gender, Present Occupation, If teaching, state type of school, For how long have you been teaching/working? (Appendix Aii). Part two contains the 60 items of the inventory. All the 60 items are divided into nine sections, representing a distinctive study skill with direct questions to which the student is required to give direct answers (Appendix Ai). The nature of responses for each item is YES and NO answers. These items were wholly administered on the respondents to identify the effective and defective study practices of NTI NCE DLS students.

The descriptions of the items per section as discussed in the SBI Manual (Ekennia, 1991), are highlighted as follows:

i)   **Section One: Study Time Distribution**

This refers to the ability of the student to budget and apportion the available study time to the subjects of study. The six questions in section one therefore, help to identify and measure the student's ability or inability in study time distribution. (*Example: Do you stick to the schedule of your time-table? Yes/No).*

ii)   **Section Two: Reading and Note Making**

This is the student's ability to make outlines of the salient points in the materials studied. The eight items in this section diagnose effective practices in reading and note making. (*Example: When you read, do you outline the salient points in the material studied? Yes/No).*

iii)   **Section Three: Listening and Note Taking**

This is the ability to listen actively in the class and take notes of the key points in the teacher's lesson and what is being said. These five items measure the student's behaviour in this regard. (*Example: Do you make notes as well As take notes? Yes/No*).

iv)   **Section Four: Class Assignment**

This is the way the student attends to his home work and assignment. The five items in this section are therefore, meant for diagnosing students' ability in this regard. (*Example: Do you abandon your class assignment because it was difficult or boring? Yes/No*).

v)   **Section Five: Concentration**

Concentration in this section refers to the ability of the student to be committed and focused on his overall attention on the study task. The five questions therefore, measure the student's ability on persistent uninterrupted attention to his or her study. (*Example: Do you concentrate on your work each time you are studying? Yes/No*).

vi)   **Section Six: Examination and Class Test**

Examination and class test refers to the student's ability to prepare and organize himself for effective performance during examinations. This section with the eight items measures the degree of self-enhancing practices the student exhibits towards maximizing performance during the examination. (*Example: Do you start studying only when it is a few weeks to the examinations? Yes/No*).

vii)   **Section Seven: Teacher Consultation and Relationship**

This is the degree of support that is existing between the teacher and the student as well as the student's ability to consult his teacher for further explanation. The four items in this section thus measure the student's behaviour in this regard.

(*Example: Do you go to your teacher for explanation when you are unable to understand a particular subject? Yes/No).*

viii) **Section Eight: Study Procedure and Organizations**

These are the effective organization of the study activity and the management of study materials by the student. The nine items are thus to measure the appropriateness of the student's choice of study venue, study materials and study technique. (*Example: Do you study in one particular place that is quiet and well lighted? Yes/No).*

xi) **Section Nine: Test Anxiety**

This refers to the student's emotional responses to the examination and the eleven items therein are meant to measure the students' degree of anxiety as provoked by the examination. (*Example: Do you frequently feel like going to ease yourself just before preparing or during examination? Yes/No).*

There is also a diagnostic profile at the back of the inventory. This was critically examined after scoring and completing respondents' areas of weaknesses and strengths. The researcher therefore took note of the peaks of the graph as these were the general areas of weaknesses and the specific problems of the respondents.

3.4.2. Procedure of Instrument Development

The SBI was wholly developed by Ekennia (1991), and designed to capture the study behaviour characteristics within the cultural settings of students in the Eastern States of Nigeria. As stated in the manual (Ekennia, 1991), the SBI:

…is designed to diagnose defective study practices of students which invariably is the first step in ameliorating poor study behaviour. Although the setting is on the secondary school level, the inventory is invaluable for tertiary students both as a diagnostic instrument and for research in adolescent behaviour (p.5).

Ekennia (1991) further clarified that the SBI has multiple uses. However, the vital focus in the development of SBI is the identification of all students whose study behaviours are defective and self-defeating, thereby resulting in poor academic achievement. He then added that the data from the inventory plays a major role in guiding the decisions that will be made on such students' study behaviour and also assists in providing the basis to ameliorate their defective study practices and academic performances.

The procedures for the development of the SBI are therefore highlighted in the SBI manual (Ekennia, 1991) as follows:

1). Ekennia (1991) carefully reviewed some standardized tests and questionnaires and then adapted some of these items.

2). Furthermore, a review of literature on specific study practices which differentiate between high and low achieving students was then carried out by Ekennia (1991). A large number of secondary school students and teachers from 5 states (Imo, Anambra, Cross River, Akwa Ibom and Rivers) were instructed to write down short sentences on specific study practices that enhanced or militate against effective study and performance during important examinations.

The study practices were guided by the following ten sub-headings: Effective allocation of time to subjects; Appropriate attitude to homework and execution of class assignment; Benefitting from class lessons; Benefitting from reading class notes or text book; Concentrating on what is being studied; Organization of study period; Approaching teachers for further explanation; Adequate preparation for examination; Emotions and feelings towards examination, and; other problems and difficulties not covered by the sub-headings.

3). A total of 131 questions relating to study behaviour were generated from these items. These questions were further screened by a team of six research assistants

for ambiguity, repetition, irrelevance and difficulty of understanding by secondary school students. From this review, the preliminary form for the SBI became reduced to 83 items.

4). These 83 items were then administered to 149 undergraduate students (54 males and 95 females) enrolled in the Imo State University Sandwich Programmes. They were all experienced secondary school teachers, preparing for 200 level examinations in guidance and counselling. The respondents were then asked to indicate if they would meet in small groups to discuss reasons for students' poor performances in examinations and the difficulties encountered while preparing for examinations. A total of 98 students met with the author in small groups of 7 to 10 and their discussions were audio tape recorded. From the analysis of the responses to the preliminary SBI and the reviewed audio tape discussions, a new set of 77 items of the experimental form of SBI were consequently selected.

5). Finally, Ekennia (1991) administered these new set of 77 items of the experimental form of SBI to the "low achieving and high achieving" groups of students in some schools. This group was obtained by selecting the top ten and the last ten in a rank-ordered set of scores in the JSS 3 mock examination. They were randomly selected from six junior secondary schools in Imo State, consisting of one all boys school, one all girls school and one co-educational school from an urban area of the state. A similar group was also selected from the rural areas of the state.

6). From the analysis of the experimental SBI, a total of 60 items were attained as the final and present form of the SBI. These 60 items were then classified into the 9 sections as described in the manual. The items were then edited by three professors who were versed in psychometrics. All the three agreed with the author (Ekennia, 1991) in the choice of items and the classification of the sixty items in the 9 sections of the inventory.

3.5   VALIDITY AND RELIABILITY OF THE INSTRUMENT

3.5.1   Validity Results

The researcher did not develop any instrument but used the adapted version of SBI that was developed by Ekennia (1991). Since the SBI was adapted for use in this study, the need to revalidate the instrument on a sample of NTI NCE distance learners became necessary. Awotunde and Ugodulunwa (2004), stated that validity results reveal the appropriateness, meaningfulness and usefulness of the inferences drawn by a researcher based on the data obtained by use of an instrument.

In order to determine the validity of the SBI, the raw scores on each item per section for the control and experimental groups during the pre-test and post-test were thus collated (Appendix Bxi). From the case processing summary (Tables 3 and 4), the values in the column (N) are the correlations between each item and the total score from the instrument. During pre-test, the number of items in the SBI that correlated was 20 valid cases while 10 cases were excluded because they did not correlate (Table 3). At post-test, 25 valid cases correlated while 5 cases were excluded as they did not correlate (Table 4). Apparently, from the two tables of case processing summary, the valid cases on the SBI items which correlated during pre-test and post-test were higher than the excluded that did not correlate.

Since all the valid cases were higher than the excluded, it was deduced that the items and data on the instrument were valid. Consequently, they were considered appropriate and meaningful for the particular uses for which they were intended.

3.5.2   Reliability Results

Since the SBI was adapted for use in this study, the need to re-establish the reliability of the instrument on a sample of NTI NCE distance learners also became necessary. For the reliability of the SBI to be determined therefore, the inventory was administered to two different groups (control and experimental) of NTI NCE cycle two

distance learners within eight (8) weeks interval and the scores were collated (Appendix Bxi). Using the Cronbach's Alpha Model, the reliability of the scale of measurement for the two groups during the pre-test was .807 and .909 at post-test which were considered adequate within an eight week interval. Based on Kline's (1999) recommendation, the value of 0.7-0.8 is an acceptable value for Cronbach's Alpha, while values which are substantially lower indicate an unreliable scale.

From the aforesaid, the reliability for the two groups during pre-test and post-test showed greater reliability. Hence, the instrument was accepted as suitable, adequate and appropriate.

These are shown in Tables 3 and 4:

Table 3: Reliability for Pre-Test Scores

CASE PROCESSING SUMMARY

		N	%	No. of Items	Cronbach's Alpha
Cases	Valid	20	67.0		
	Excluded[a]	10	33.0		
				60	0.807
	Total	30	100.0		

a. Listwise deletion based on all variables in the procedure.

Table 4: Reliability for Post-Test Scores

CASE PROCESSING SUMMARY

		N	%	No. of Items	Cronbach's Alpha
Cases	Valid	25	83.3		
	Excluded[a]	5	16.7		
				60	0.909
	Total	30	100.0		

a. Listwise deletion based on all variables in the procedure.

From the fore-going, Ekennia's (1991) assertions that SBI is useful as a diagnostic instrument to identify areas of study behaviours which are most defective in different groups of students, including tertiary students have thus been confirmed. Since Ekennia affirmed that SBI is used to identify areas of study behaviours which are most defective in different groups of students, its use on the sample of NTI NCE distance learners in this study cannot therefore be far-fetched. It has further clarified that SBI is designed to diagnose defective study practices of students and also a step to ameliorate poor study behaviours.

The role of SBI in educational counselling cannot therefore be overemphasized as a measure of improvement that can be used to monitor the effectiveness of treatment programmes in defective study behaviours. This has therefore upheld Ekennia's (1991), notion that virtually all problems in individual differences in study behaviours and academic performance of different groups of students, including tertiary students, need SBI as the basic instrument for data collection and for improvement on study practices.

3.6 PROCEDURE FOR DATA COLLECTION

3.6.1 Training of Research Assistants

The researcher trained four field officers as research assistants that were involved in the administration of the instrument. Prior to this training, the researcher wrote introductory letter to the Coordinator, NTI Kaduna state office informing her about the research and the need to administer questionnaire on a sample of the cycle 2 NCE DLS students in selected centres in the state (Appendix Aiii). The Coordinator was also informed that four research assistants would be needed for the exercise. This included two field officers in National Teachers' Institute (NTI) Kaduna State office, that is, the state coordinator and education officer while the third and fourth assistants were the centre manager and one course facilitator where the inventory would be administered. One of the criteria considered in selecting these research assistants was their position on

the field as they are involved in the NTI's activities both at the state and centre levels. Using them as research assistants would help in communicating with the respondents because of the familiarity with them at the study centres where the data would be collected. This would also ensure that the inventory gets to the targeted population and to achieve a high rate of return.

The researcher then organized one week training for all these research assistants. The training took place during quarterly meeting to ensure full attendance and participation of all concerned. There were also guidelines for the administration of the instrument to acquaint the field officers with the research design and the objectives, handling, collection and packaging of the inventory, responses to the respondents' questions, inter-personal relationship with respondents and timing of administration of SBI (Appendix Aiv).

The four research assistants were thus involved in the administration of the questionnaire and data collection from the treatment and control groups in this research.

3.6.2   Grouping of Students

The NTI NCE DLS cycle two students were grouped into two, namely, Treatment group and Control group. The two groups were drawn from two centres in the state capital since the study is restricted to Kaduna metropolis. This was also done for fair representation and the fact that they have the same characteristics. The SBI was then administered to the two groups where they were exposed to pre-test and post-test for the purpose of data collection and corroboration of efficacy of treatment (positive impact) on the observed study behaviours. There was also another administration of the SBI that is, a follow up assessment after the post-test to still verify if the treatment made continuous improvement on their study behaviours for better performances.

3.6.3   Administration of Pre-test

The pretest was administered to the two groups prior to their exposure to different conditions. During the training of the research assistants, the instrument for data collection was examined and the mode of administration was explained to ensure proper and effective handling of the inventory. According to the manual, the language and structure of the SBI is simple, thereby making it easy for self administration.

The inventory was administered during the weekend and holiday intensive contact sessions as these were the periods the NCE DLS students converge for tutorials and other academic activities. The researcher was also involved in the coordination of the activities with the research assistants to create opportunity for personal touch and to demonstrate to the research assistants and the respondents the seriousness the study deserves.

The steps that were adopted for administering the SBI as discussed in the manual (Ekennia, 1991), are highlighted as follows:

Step 1:   Appropriate and satisfactory physical conditions were provided. Some of these include seating, lighting, ventilation, temperature and other physical conditions.

Step 2:   Adequate arrangements were made so as to guard against interruption or distractions of the testees. Movements in and out of the testing room were not allowed except it is unavoidable.

Step 3:   Testees were properly seated and well spaced to prevent them from observing each other's answers to specific items of the inventory. They were then given specific instructions that made them relax since the validity of the instrument is dependent on how freely they can reveal themselves. In giving these instructions, soft but clear tone was used, that is, no aggression.

Step 4: The testees were informed that it is important they complete the personal data section. They were then asked to read the directions twice or more, then answer the questions as honestly as possible, ensuring that no question was omitted.

Step 5: Though there was no time limit, it was envisaged that an average student is expected to complete the inventory between 18 and 25 minutes. However, consideration of a maximum of 30 to 45 minutes was given to some that may be slow. All completed inventories were then collected for scoring.

The treatment group was also informed during the pre-test that:

1) There was freedom of responses to the questions as the test was confidential.

2) The provision of answers and honest responses to all the questions would make the test results to be helpful for analysis and treatment.

3) Their responses would bring out the deficiencies in their study practices and academics for the purpose of correction and better performances.

4) They would be engaged in the following activities after the pre-test:

   a) Eight weeks treatment sessions for those with defective study behaviour.

   b) Administration of the SBI after the eight weeks treatment for post test assessment and test wiseness to determine if the treatment had corrected the deficiencies in their study practices for a better performance.

   c) Administration of the SBI as a follow-up assessment after another eight weeks to determine if the treatment still made positive impact and continuous corrections on their study practices for better performances.

The control group on the other hand, was not informed that eight weeks treatment post test assessment would be conducted on those with defective study practices. Rather, they were informed that the SBI would still be administered on them after eight weeks for post test assessment and also follow-up assessment after another eight weeks interval.

The researcher however ensured that the administration of SBI on the two groups was simultaneously embarked upon during the pre-test.

3.6.4   Treatment Procedures

The data collected from the pre-test was used to identify areas of defective and effective study behaviours. The treatment group was then exposed to eight (8) weeks treatment of sixteen (16) sessions which assisted in improving the defective study practices while the control group was not exposed to this treatment.

The inventory then helped the researcher to come up with a Treatment Package, that is, ESHS which was used as treatment sessions to help facilitate effective study habit among distance learners (Appendix Bxv). The ESHS is a preventive approach and an ameliorative technique in the management of students' defective study practices (Ekennia, 1991).

The preventive approach can be affected through instructional counselling. This is a systematic intervention planning process for students who are at risk due to learning, behavioural, and/or social difficulties. The primary goal is to identify a student's instructional needs and to provide specific support necessary for school success. (What is Instructional Support? n.d.). The ameliorative technique on the other hand is a systematic counselling procedure that demands the need to correct defective study practices of students. The counsellor will identify the learners' weak areas of study practices and then use the ESHS as a systematic programme to help build appropriate study behaviour skills around the defective study practices to improve on the weaknesses.

The systematic programme of instructions in this study, that is, the treatment sessions (ESHS, Appendix Bxv) is outlined in a Treatment Plan (Appendix Bv) with the duration and the expected outcomes slated for each contact. This served as a schedule to be observed in eight (8) weeks of sixteen (16) counselling sessions (that is, twice in a week). The systematic programme of instructions lined up for each contact was also

packed with activities and essential skills for improving study behaviour (Ekennia, 1991). Moreover, the specific needs of students, especially in the areas of how to study and pass examinations would be met with an understanding of what to do and what not to do ahead of time (Ekennia 1991). It is expected that appropriate study behaviour skills around the defective study practices that would be identified will become improved at the end of the eight (8) weeks treatment sessions.

3.6.5 Administration of Post-test

At the end of exposing the treatment group and the control group to different conditions for eight (8) weeks, there was a post-test administration on the two groups. The post test assessment on the treatment group was carried out on the respondents with defective study practices so as to ensure reliability of the SBI and to test the hypotheses for generalization and conclusion. A follow-up assessment was also conducted simultaneously on the two groups after another eight (8) weeks. The researcher also ensured that the administration of SBI on the two groups was simultaneously embarked upon during the post-test and the follow up assessment.

By this design therefore, the purpose of comparing the raw scores on the pre-test, post-test and follow-up assessment of the two groups was achieved. This helped the researcher to determine the effects of the treatment on the experimental group.

3.6.6 Scoring of Instrument

According to the manual (Ekennia, 1991), the nature of scoring in each item is simply YES and NO. Scoring was based on the fact that each item had an answer which portrayed a desirable study practice and an undesirable one. Answers which indicated desirable (good) practices received low scores (1) while the undesirable ones (bad) received high scores (2). That is, the Yes answers could also attract 2 or 1 point but this depends on whether the answer portrays desirable study behaviour or not. The same

could be said of the NO answers. The SBI manual contained the scoring points for each question for all the sections. (Appendix Bvi).

In order to obtain the score for each section, all the points scored by the respondents in that section were added up and recorded in the total score column at the end of each section. The total score for each section was then transferred to the box at the back page of the inventory while the overall score of the respondents was recorded in the overall score column at the end of the inventory.

The table of stanine for the SBI in the manual was then used to find the stanine equivalent of each section score. This was done by entering the stanine equivalent of each section's raw score in the space provided at the back of the inventory, using the table of stanine norms with the stanine equivalent of each section's raw score (Appendix Bvii). Consequently, the areas of defective and effective study habits were revealed through the SBI table of interpretation (Appendix Bviii).

3.7   METHODS OF DATA ANALYSIS

The data collected were analyzed and presented in relation to the research questions and hypotheses formulated for the study. The scoring in each item of the instrument (SBI) was YES and NO while each item had an answer that portrayed a desirable study practice and an undesirable one. Answers which indicated desirable (good) practices received low scores (1) whilst the undesirable ones (bad) received high scores (2). All the points scored were added up and recorded in the total score column at the end of each section to obtain the score for each section. The SBI manual contained the scoring points for each question in all the sections.

3.7.1 Research Questions

Simple frequency analysis was used to analyze the data for answering research questions one and two. The description of findings was presented in tabular form to represent and also shed light on the frequency of responses.

3.7.2 Hypotheses

The ten hypotheses (H_01-H_010) were tested at 0.05 level of significance. The mean significance difference was tested using ANCOVA for 2 Independent Samples. This is informed by the fact that ANCOVA moderates the effects of the pre-test scores when analyzing the post-test scores and the follow up assessment of the two groups. It also ensures that the purpose of comparing the raw scores for possible differences and the efficacy of the treatment on the defective study behaviour is ascertained. VassarStats Website for Statistical Computation was then used for the data analysis.

CHAPTER FOUR
RESULTS AND DISCUSSION

This chapter presents the results and the discussion in line with the stated research questions and the hypotheses.

4.1   RESULTS

4.1.1   Research Question One

What are the general study behaviours of NTI NCE distance learners?

The data collected on research question one sought to find out the general study behaviours of NTI NCE distance learners. The data collected at pre-test on all the 74 respondents in the control group and the 120 respondents in the experimental group were analyzed. From this sample, fifty-six (56) respondents in the treatment group and thirty (30) respondents in the control group exhibited both defective and effective study practice which portrayed defects in their study behaviours. Consequently, the total number of the respondents with these behaviours in the two groups was eighty-six (86). The remaining respondents exhibited effective study practice throughout the pre-test, hence, their data were not needed for the study.

In answering research question one, the data for the 86 respondents that displayed defects in their study behaviours were collated together. The frequency distribution of the effective and defective study practice scores was then tallied together on the 9 sections of the SBI to reflect the study behaviours of all the control and treatment groups. Items on the 9 sections are: Section 1: STD; Section 2: RNM; Section 3: LNT; Section 4: CA; Section 5: CON; Section 6: ECT; Section 7: TCR; Section 8: SPO; Section 9: TA.

Table 5 shows the frequency distribution of the defective and effective study behaviours of the 86 respondents (control and treatment groups) at pre-test per section and in rank order that is, from the highest frequency of defective and effective study practices to the lowest:

Table 5: Frequency Distribution of the Defective and Effective Study Behaviours of NTI NCE Distance Learners (Control and Experimental Groups)

| Sections | Items | FREQUENCIES | | |
		Defective Study Behaviour	Effective Study Behaviour	Total
5	Concentration (CON)	68	18	86
7	Teacher Consultation and Relationship (TCR)	21	65	86
3	Listening and Note-taking (LNT)	13	73	86
1	Study Time Distribution (STD)	9	77	86
9	Test Anxiety (TA)	6	80	86
2	Reading and Note-making (RNM)	3	83	86
4	Class Assignment (CA)	3	83	86
8	Study Procedure Organization (SPO)	1	85	86
6	Examination and Class Test (ECT)	-	86	86

Research question one revealed in table 5 that NTI NCE distance learners have effective and defective study practices in the different areas of the items in sections 1-9 of the SBI at pre-test (Appendix Bxii). From the data obtained on the two groups, sixty-eight (68) respondents have defective study practice in CON while eighteen (18) have effective practice. In TCR, twenty-one (21) respondents did not practice this while sixty-five (65) of them practiced it effectively. Thirteen (13) respondents did not engage in LNT while seven-three (73) did. Nine (9) respondents did not make use of STD but seventy-seven (77) utilized it very well. Whereas six (6) respondents exhibited TA, eighty (80) did not. While three (3) respondents did not engage in RNM, eighty-three (83) of them did. In the same way, as three (3) respondents did not take their class assignment (CA) seriously, eighty-three (83) did very well.

Furthermore, where only one (1) respondent had a defect in SPO, quite a good number of the respondents, that is, eighty-five (85) did not in this area. The highest effective study practice that is, eighty-six (86) was recorded in ECT as there was no record of any defective behaviour.

From these data, the frequencies of their responses were ranked from the highest defective score to the least defective score in each section. In addition, the sections where they exhibited effective study practice despite their defective study behaviour were also revealed and ranked in descending order (that is, from the least effective score to the highest effective score).

Judging from this revelation, cycle 2 NTI NCE distance learners at pre-test exhibited effective and defective study practices in the 9 sections of the instrument. Consequently, these data were used to treat the experimental group for eight (8) weeks at post-test. The high frequencies of 68, 21 and 13 in CON, TCR and LNT respectively described the areas where the defective study habit was more challenging.

4.1.2   Research Question Two

What are the defective study behaviours of NTI NCE distance learners?

The data for answering this question were obtained from the frequency of responses per section to only defective study practice from the 86 respondents (control and treatment groups) at pre-test.

Table 6 therefore represents the frequency distribution of defective study behaviours of the Control and Treatment groups:

Table 6: Frequency Distribution of Defective Study Behaviours of NTI NCE Distance Learners (Control and Experimental Groups)

		FREQUENCY	
SECTIONS	ITEMS	CONTROL GROUP	EXPERIMENTAL GROUP
5	CON	*25	*43
7	TCR	*4	*17
1	STD	*4	5
3	LNT	3	*10
4	CA	2	1
9	TA	1	5
2	RNM	1	2
8	SPO	-	1
6	ECT	-	-

*Areas of Highest Frequency of Defective Study Behaviour in each Group

Research question two in table 6 depicted the frequency rates on the respondents' defective study behaviour from the highest to the lowest defective study practice (Appendix Bxiii). The data obtainable from the two groups revealed that twenty-five (25) respondents from the control group and forty-three (43) respondents from the experimental group had problem with CON. While four (4) respondents had defective practice in TCR and STD, seventeen (17) respondents and five (5) respondents also in the treatment group had defective practice in those areas respectively.

Furthermore, while three (3) respondents from the control group and ten from the experimental group had defective study practice in LNT, a very low number, that is, two (2) respondents from the control group and one (1) from the experimental group had problem with CA. One (1) respondent each from the two groups displayed defective study behaviour in TA and RNM while five (5) respondents and two (2) displayed defective practice in the same TA and RNM respectively. Whereas, no respondent among the two groups had defective practice in SPO and ECT, however, one (1) respondent from the experimental group had defective study practice in these sections correspondingly.

Based on this analysis and results, the types of defective study behaviours of NTI NCE distance learners are highlighted as follows:

i.   Control group had the highest defective study practices in CON, TCR and STD. The highest number of respondents (frequencies), that is, 25, 4 and 4 determined this judgment respectively.

ii.   Experimental group had the highest defective study practices in CON, TCR and LNT. The highest number of respondents (frequencies), that is, 43, 17 and 10 paved way for this assertion in that order.

iii. The two groups therefore had the highest defective study behaviours in CON, TCR, STD and LNT. While the lowest defective study behaviours was recorded

in CA, TA, RNM, SPO and also LNT, there was no record of defective study behaviours in SPO for the control group and ECT for the two groups.

4.1.3 Hypotheses

The data obtained from the thirty (30) respondents in the control group with defective study behaviours and the thirty-five (35) respondents in the experimental group that completed the treatment, post-test and follow-up assessment were subsequently used for testing the hypotheses. These raw data on the defective study habit scores for the control and experimental groups on pre-test, post test and follow-up assessment are thus revealed in Appendix Bxiv. The raw data were then used to test the ten hypotheses at 0.05 level of significance in order to determine the effects of educational counselling strategies on improving the study behaviours of NTI NCE distance learners.

The mean significance difference for the data was calculated with Analysis of Covariance (ANCOVA) for 2 Independent Samples to moderate the effects of the pre-test scores when analyzing the post-test scores and the follow up assessment of the two groups. It also ensured that the purpose of comparing the raw scores for possible differences and the efficacy of the treatment on the defective study behaviour is ascertained. VassarStats Website for Statistical Computation was then used for the data analysis.

From the results of the hypotheses, the high scores recorded for the control group on the adjusted means in all the nine hypotheses implied that the defective study behaviours of NTI NCE distance learners were not subjected to educational counselling strategies (treatment) that would have improved or made a positive impact on those defects. The treatment group recorded low scores due to the fact that the defective study behaviours were subjected to eight (8) weeks treatment (educational counselling strategies) for improvement.

The results of the hypotheses are therefore presented as follows:

4.1.3.1 Hypothesis One

There is no significant difference in the mean scores of STD of NTI NCE distance learners exposed to educational counselling strategies and those who were not.

The results of hypothesis one tested at 0.05 level of significance showed that the probability (0.01) is less than the level of significance (0.05). Based on this result, there was a significant difference in the STD behaviour mean scores of NTI NCE distance learners in the experimental and control groups after controlling for the effect of pre-test, $F(1, 67) = 6.82$, $P<.05$.

It can be deduced from the results of the hypothesis that the expected outcome of the treatment on STD was achieved. This implied that respondents had learnt how to make a wise and judicious use of time in achieving a great deal of success in academic exercise. They have also learnt practical ways to organize, plan and group study tasks into small units to be studied in bits and have also overcome self- defeating activities that hamper academic performance.

Table 7 represents the results of hypothesis one tested as follows:

Table 7: Result of ANCOVA on Effects of an Educational Counselling programme on STD of NTI NCE Distance Learners

Post-test Score	Group	N	Observed Means	Adjusted Means
Study Time Distribution	Control	30	7.6	7.59
	Experimental	35	6.94	6.95

ANCOVA SUMMARY

Source	SS	Df	MS	F	P-Value	Decision
Adjusted Means	6.93	1	6.93	6.82	0.01	
Adjusted Error	68.11	67	1.02			$P < 0.05$
Adjusted Total	75.05	68				

4.1.3.2 Hypothesis Two

There is no significant difference in the mean scores of RNM of NTI NCE distance learners exposed to counselling strategies and those who were not.

The results of hypothesis two tested at 0.05 level of significance revealed that the probability (0.12) is greater than the level of significance (0.05). Consequently, there was no significant difference in RNM behaviour mean scores of NTI NCE distance learners in the experimental and control groups after controlling for the effect of pre-test, $F(1, 67) = 2.46$, $P > .05$.

From the results of the hypothesis therefore, the treatment on RNM was not effective, hence, the expected outcome of the treatment was not achieved. This implied that respondents had not learnt how to study effectively and to make notes from what they had learnt despite the treatment.

Table 8 shows the results as follows:

Table 8: Result of ANCOVA on Effects of an Educational Counselling programme on RNM of NTI NCE Distance Learners

Post-test Result	Group	N	Observed Means	Adjusted Means
	Control	30	9.06	9.07
Reading and Note-Making				
	Experimental	35	8.49	8.47

ANCOVA SUMMARY

Source	SS	df	MS	F	P-Value	Decision
Adjusted Means	6.31	1	6.31	2.46	0.12	
Adjusted Error	171.72	67	2.56			P > 0.05
Adjusted Total	178.03	68				

4.1.3.3 Hypothesis Three

There is no significant difference in the mean scores of LNT of NTI NCE distance learners exposed to counselling strategies and those who were not.

The results of hypothesis three tested confirmed that the probability level (0.03) is less than 0.05 level of significance. From this result, there was a significant difference in LNT behaviour mean scores of NTI NCE distance learners in the experimental and control groups after controlling for the effect of pre-test, $F(1, 67) = 4.58$, $P<.05$.

Judging by the result of the null hypothesis, it can be established that the expected outcome of the treatment on LNT was achieved. The respondents held fast to the developed skills that improved their ability in note-taking, enhanced constant thinking, making connection and evaluation in listening.

The results are revealed in Table 9:

Table 9: Result of ANCOVA on Effects of an Educational Counselling programme on LNT of NTI NCE Distance Learners

Post-test Result	Group	N	Observed Means	Adjusted Means
Listening and Note-Taking	**Control**	30	5.91	5.92
	Experimental	35	5.29	5.28

ANCOVA SUMMARY

Source	SS	df	MS	F	P-Value	Decision
Adjusted Means	6.96	1	6.96	4.58	0.03	
Adjusted Error	101.69	67	1.52			$P < 0.05$
Adjusted Total	108.65	68				

4.1.3.4 Hypothesis Four

There is no significant difference in the mean scores of CA of NTI NCE distance learners exposed to counselling strategies and those who were not.

The data obtainable from the results of hypothesis four tested at 0.05 level of significance proved that the probability level at 0.01 is less. This indicates that there was a significant difference in CA behaviour mean scores of NTI NCE distance learners in the experimental and control groups after controlling for the effect of pre-test, $F(1, 67) = 7.52, P<.05$.

Going by the result of the null hypothesis, it can be acknowledged that the expected outcome of the treatment on CA was achieved. The respondents held fast to the developed positive and self enhancing attitude to homework and class assignment which made them become motivated to learning at home and in the classroom with actions directed towards more meaningful goals.

This is shown in Table 10:

Table 10: Result of ANCOVA on Effects of an Educational Counselling programme on CA of NTI NCE Distance Learners

Post-test Result	Group	N	Observed Means	Adjusted Means
Class Assessment	**Control**	30	5.34	5.35
	Experimental	35	5	4.99

ANCOVA SUMMARY

Source	SS	df	MS	F	P-Value	Decision
Adjusted Means	2.2	1	2.2	7.52	0.01	
Adjusted Error	19.63	67	0.29			$P < 0.05$
Adjusted Total	21.83	68				

4.1.3.5 Hypothesis Five

There is no significant difference in the mean scores of CON of NTI NCE distance learners exposed to counselling strategies and those who were not.

The data from the results of hypothesis five established that the probability level at (0.00) is less than the 0.05 level of significance. This points out that there was a significant difference in CON behaviour mean scores of NTI NCE distance learners in the experimental and control groups after controlling for the effect of pre-test, $F(1, 67) = 8.91$, $P < .05$.

The result obtained from the null hypothesis therefore showed that the expected outcome of the treatment on CON was achieved. Respondents eventually overcame attitudinal problems that connote persistent interrupted attention and inefficient study habits. They also acquired techniques for improved concentration, motivation and will power that are essential for effective and efficient reading and studying.

Table 11 reveals the results:

Table 11: Result of ANCOVA on Effects of an Educational Counselling programme on CON of NTI NCE Distance Learners

Post-test Result	Group	N	Observed Means	Adjusted Means
Concentration	Control	30	6.08	6.09
	Experimental	35	5.4	5.39

ANCOVA SUMMARY

Source	SS	Df	MS	F	P-Value	Decision
Adjusted Means	8.55	1	8.55	8.91	0.00	
Adjusted Error	64.26	67	0.96			$P < 0.05$
Adjusted Total	72.8	68				

4.1.3.6 Hypothesis Six

There is no significant difference in the mean scores of ECT of NTI NCE distance learners exposed to counselling strategies and those who were not.

The data from the results of hypothesis six recognized that the probability level at (0.01) is less than the 0.05 level of significance. This points out that there was a significant difference in ECT behaviour mean scores of NTI NCE distance learners in the experimental and control groups after controlling for the effect of pre-test, $F(1, 67) = 6.99$, $P < .05$.

The result obtained from the null hypothesis then proved that the respondents developed positive attitude to examinations and did not have difficulties in holding on to the techniques that will enhance good performance during examination. For this reason, the expected outcome of the treatment was achieved.

Table 12 confirms the results:

Table 12: Result of ANCOVA on Effects of an Educational Counselling programme on ECT of NTI NCE Distance Learners

Post-test Result	Group	N	Observed Means	Adjusted Means
Examination and Class Test	Control	30	9.83	9.85
	Experimental	35	8.86	8.84

ANCOVA SUMMARY

Source	SS	df	MS	F	P-Value	Decision
Adjusted Means	17.63	1	17.63	6.99	0.01	
Adjusted Error	169.04	67	2.52			$P < 0.05$
Adjusted Total	186.67	68				

4.1.3.7 Hypothesis Seven

There is no significant difference in the mean scores of TCR of NTI NCE distance learners exposed to counselling strategies and those who were not.

The results of hypothesis seven tested confirmed that the probability level (0.00) is less than 0.05 level of significance. From this result, there was significant difference in TCR behaviour mean scores of NTI NCE distance learners in the experimental and control groups after controlling for the effect of pre-test, $F(1, 67) = 8.73$, $P < .05$. It can be deduced from the results of the hypothesis that the treatment on TCR was effective.

The results are as shown in Table 13:

Table 13: Result of ANCOVA on Effects of an Educational Counselling programme on TCR of NTI NCE Distance Learners

Post-test Result	Group	N	Observed Means	Adjusted Means
Teacher Consultation and Relationship	Control	30	5.17	5.19
	Experimental	35	4.29	4.27

ANCOVA SUMMARY

Source	SS	Df	MS	F	P-Value	Decision
Adjusted Means	14.5	1	14.5	8.73	0.00	
Adjusted Error	111.23	67	1.66			$P < 0.05$
Adjusted Total	125.73	68				

4.1.3.8 Hypothesis Eight

There is no significant difference in the mean scores of SPO of NTI NCE distance learners exposed to counselling strategies and those who were not.

The results of hypothesis eight tested confirmed that the probability level (0.00) is less than 0.05 level of significance. From this result, there was a significant difference in SPO behaviour mean scores of NTI NCE distance learners in the experimental and control groups after controlling for the effect of pre-test, $F(1, 67) = 9.64$, $P < .05$.

From the results of the hypothesis, it can be presumed that respondents made good use of the steps to effective management of study period procedure they had learnt. Consequently, the expected outcome of the treatment on SPO was achieved.

The results are displayed in Table 14:

Table 14: Result of ANCOVA on Effects of an Educational Counselling programme on SPO of NTI NCE Distance Learners

Post-test Result	Group	N	Observed Means	Adjusted Means
Study Procedure Organization	Control	30	10.97	10.97
	Experimental	35	9.77	9.76

ANCOVA SUMMARY

Source	SS	df	MS	F	P-Value	Decision
Adjusted Means	25.42	1	25.42	9.64	0.00	
Adjusted Error	176.63	67	2.64			P < 0.05
Adjusted Total	202.05	68				

4.1.3.9 Hypothesis Nine

There is no significant difference in the mean scores of TA of NTI NCE distance learners exposed to counselling strategies and those who were not.

The results of hypothesis nine tested established that the probability level (0.01) is less than 0.05 level of significance. From this result, there was a significant difference in TA behaviour mean scores of NTI NCE distance learners in the experimental and control groups after controlling for the effect of pre-test, $F(1, 67) = 8.27$, $P < .05$.

From this result, it can be acknowledged that respondents were able to maintain positive attitude to examinations and also overcame the challenges of test anxiety learners experience during examinations. As a result, the expected outcome of the treatment on TA was achieved.

The results are presented in Table 15:

Table 15: Result of ANCOVA on Effects of an Educational Counselling programme on TA of NTI NCE Distance Learners

Post-test Result	Group	N	Observed Means	Adjusted Means
Test Anxiety	Control	30	15.77	15.74
	Experimental	35	14.17	14.19

ANCOVA SUMMARY

Source	SS	Df	MS	F	P-Value	Decision
Adjusted Means	41.74	1	41.74	8.27	0.01	
Adjusted Error	338.24	67	5.05			P < 0.05
Adjusted Total	379.98	68				

4.1.3.10 Hypothesis Ten

There is no significant difference in the mean scores of the nine variables on the instrument of the study behaviours of NTI NCE distance learners exposed to educational counselling strategies and those who were not at 8 weeks follow-up assessment period.

The null hypothesis ten that, "there is no significant difference in the mean scores of the nine variables on the instrument of the study behaviours of NTI NCE distance learners exposed to counselling strategies and those who were not at 8 weeks follow-up assessment period" was tested with ANCOVA at 0.05 level of significance.

Looking at the adjusted means on the results of hypothesis ten (tables 26 - 34) and as the situation was during post-test assessment, the high scores obtained by the control group implied that the defective study behaviours of NTI NCE distance learners were not subjected to educational counselling strategies that would have improved or made a positive impact on those defects. The treatment group still recorded low scores as was the case during post-test assessment due to the fact that the defective study behaviours were subjected to eight (8) weeks treatment (educational counselling strategies) for improvement.

The results are hereby displayed per section in Tables 27 - 35:

i). **Section 1: Study Time Distribution**

The results of null hypothesis ten tested on STD established that the probability level (0.01) is less than 0.05 level of significance. Hence, there was a significant difference in STD behaviour mean scores of NTI NCE distance learners in the experimental and control groups after controlling for the effect of pre-test at 8 weeks follow-up assessment period, $F(1, 67) = 6.86$, $P < 05$.

It can be deduced therefore that the expected outcome of the treatment on STD was finally achieved. This implied that respondents, just like they did during post-test

assessment continued to make a wise and judicious use of time in achieving a great deal of success in academic exercise, learnt practical ways to plan, organize and group study tasks into small units to be studied in bits and have also overcome self- defeating activities that hamper academic performance. The results are presented in Table 16:

Table 16: Result of ANCOVA on Effects of an Educational Counselling programme on STD of NTI NCE Distance Learners after 8 Weeks Follow-Up Assessment Period

Follow-Up Assessment Score	Group	N	Observed Means	Adjusted Means
Study Time Distribution after 8 weeks Follow-Up	Control	30	7.6	7.61
	Experimental	35	6.86	6.85

ANCOVA SUMMARY

Source	SS	Df	MS	F	P-Value	Decision
Adjusted Means	9.88	1	9.88	6.86	0.01	
Adjusted Error	96.42	67	1.44			P < 0.05
Adjusted Total	106.29	68				

ii)   **Section 2: Reading and Note-Making**

The results of null hypothesis ten tested on RNM acknowledged that the probability level (0.38) is greater than 0.05 level of significance. Consequently, there was no significant difference in RNM behaviour mean scores of NTI NCE distance learners in the experimental and control groups after controlling for the effect of pre-test at 8 weeks follow-up assessment period, $F(1, 67) = 0.75$, $P > 05$.

From the result of the null hypothesis, it can be clearly seen that the respondents, right from the post-test assessment, did not still hold on to the instructions they were given to form the habit of reading with increased intensive concentration and speed and the art of making notes of what they read to enhance memory power that will serve as permanent record of assistance to re-learn, revise and reduce forgetfulness. This implied that the treatment on RNM was still not effective and the expected outcome of the treatment was not achieved.

The results are obtainable in Table 17:

Table 17: Result of ANCOVA on Effects of an Educational Counselling programme on RNM of NTI NCE Distance Learners after 8 Weeks Follow-Up Assessment Period

Follow-Up Assessment Score	Group	N	Observed Means	Adjusted Means
Reading and Note-Making after 8 weeks Follow-Up	Control	30	9.06	9.03
	Experimental	35	8.66	8.68

ANCOVA SUMMARY

Source	SS	df	MS	F	P-Value	Decision
Adjusted Means	2.13	1	2.13	0.75	0.38	
Adjusted Error	189.49	67	2.83			P > 0.05
Adjusted Total	191.61	68				

iii) Section 3: Listening and Note-Taking

The results of null hypothesis ten tested on LNT approved that the probability level (0.03) is less than 0.05 level of significance. As a result, there was a significant difference in LNT behaviour mean scores of NTI NCE distance learners in the experimental and control groups after controlling for the effect of pre-test at 8 weeks follow-up assessment period, $F(1, 67) = 4.79$, $P < 05$.

Judging by the result of the null hypothesis, it can be established that the expected outcome of the treatment on LNT was ultimately achieved. The respondents held fast to the developed skills they acquired at post-test which improved their ability in note-taking, enhanced constant thinking and making connection and evaluation in listening. This is shown in Table 18:

Table 18: Result of ANCOVA on Effects of an Educational Counselling programme on LNT of NTI NCE Distance Learners after 8 Weeks Follow-Up Assessment Period

Follow-Up Assessment Score	Group	N	Observed Means	Adjusted Means
Listening and Note-Taking after 8 weeks Follow-Up	Control	30	5.91	5.93
	Experimental	35	5.31	5.30

ANCOVA SUMMARY

Source	SS	df	MS	F	P-Value	Decision
Adjusted Means	6.58	1	6.58	4.79	0.03	
Adjusted Error	92	67	1.37			$P < 0.05$
Adjusted Total	98.58	68				

iv) **Section 4: Class Assignment**

The results of null hypothesis ten tested on CA established that the probability level (0.00) is less than 0.05 level of significance. Therefore, there was significant difference in CA behaviour mean scores of NTI NCE distance learners in the experimental and control groups after controlling for the effect of pre-test at 8 weeks follow-up assessment period, $F(1, 67) = 12.02$, $P <.05$.

Going by the result of the null hypothesis, it might be said that the respondents sustained the developed positive and self enhancing attitude to homework and class assignment and motivation to learning at home and in the classroom with actions directed towards more meaningful goals as they did during post-test assessment. It can be concluded therefore that the treatment was still effective on their attitude to CA as the respondents sustained the positive effect. For this reason, the expected outcome of the treatment was achieved.

This is revealed in Table 19:

Table 19: Result of ANCOVA on Effects of an Educational Counselling programme on CA of NTI NCE Distance Learners after 8 Weeks Follow-Up Assessment Period

Follow-Up Assessment Score	Group	N	Observed Means	Adjusted Means
Class Assignment after 8 weeks Follow-Up	**Control**	30	5.63	5.64
	Experimental	35	5.11	5.10

ANCOVA SUMMARY

Source	SS	df	MS	F	P-Value	Decision
Adjusted Means	4.91	1	4.91	12.02	0.00	
Adjusted Error	27.38	67	0.41			P < 0.05
Adjusted Total	32.29	68				

Section 5: Concentration

The results of null hypothesis ten tested on CON approved that the probability level (0.00) is less than 0.05 level of significance. For that reason, there was a significant difference in CON behaviour mean scores of NTI NCE distance learners in the experimental and control groups after controlling for the effect of pre-test at 8 weeks follow-up assessment period, $F(1, 67) = 66.43$, $P < 05$.

The result obtained from this null hypothesis and the post-test assessment showed that the expected outcome of the treatment on CON was absolutely achieved. Respondents ultimately overcame attitudinal problems that connote persistent interrupted attention and inefficient study habits. They also acquired techniques for improved concentration, motivation and will power that are essential for effective and efficient reading and studying. The results are exposed in Table 20:

Table 20: Result of ANCOVA on Effects of an Educational Counselling programme on CON of NTI NCE Distance Learners after 8 Weeks Follow-Up Assessment Period

Follow Up Assessment Score	Group	N	Observed Means	Adjusted Means
Concentration after 8 weeks Follow-Up	Control	30	6.08	6.09
	Experimental	35	4.69	4.68

ANCOVA SUMMARY

Source	SS	df	MS	F	P-Value	Decision
Adjusted Means	33.94	1	33.94	66.43	0.00	
Adjusted Error	34.23	67	0.51			P < 0.05
Adjusted Total	68.17	68				

vi)   **Section 6: Examination and Class Test**

The results of null hypothesis ten tested on ECT approved that the probability level (0.15) is greater than 0.05 level of significance. For that reason, there was no significant difference in ECT behaviour mean scores of NTI NCE distance learners in the experimental and control groups after controlling for the effect of pre-test at 8 weeks follow-up assessment period, $F(1, 67) = 2.1$, $P > 05$.

The result obtained from the null hypothesis proved that the respondents could not sustain the developed positive attitude to examinations they imbibed during post-test assessment. Furthermore, they did not stick to the techniques that will continue to enhance good performances during examination. For this reason, the treatment was no longer effective and the expected outcome could no longer be achieved.

Table 21 displayed the results:

Table 21: Result of ANCOVA on Effects of an Educational Counselling programme on ECT of NTI NCE Distance Learners after 8 Weeks Follow-Up Assessment Period

Follow Up Assessment Score	Group	N	Observed Means	Adjusted Means
Examination and Class after 8 weeks Follow-Up	Control	30	9.83	9.83
	Experimental	35	9.37	9.37

ANCOVA SUMMARY

Source	SS	df	MS	F	P-Value	Decision
Adjusted Means	3.54	1	3.54	2.1	0.15	
Adjusted Error	112.9	67	1.69			P > 0.05
Adjusted Total	116.44	68				

vii)   Section 7: Teacher Consultation and Relationship

The results of null hypothesis ten tested on TCR approved that the probability level (0.00) is less than 0.05 level of significance. For that reason, there was significant difference in TCR behaviour mean scores of NTI NCE distance learners in the experimental and control groups after controlling for the effect of pre-test at 8 weeks follow-up assessment period, $F(1, 67) = 9.26$, $P < 05$.

This implied that the treatment was still effective as the respondents continued to adhere to the instructions on forming the habit of consulting and relating well with their teachers for further clarifications and proper academic guidance as the case was during post-test. On the other hand, they were sensitive towards guarding against excessive teacher consultation which could have led to disturbances and counter-productive interaction. Consequently, the expected outcome of the treatment on TCR was achieved.

The results are obtainable in Table 22:

Table 22: Result of ANCOVA on Effects of an Educational Counselling programme on TCR of NTI NCE Distance Learners after 8 Weeks Follow-Up Assessment Period

Follow-Up Assessment Score	Group	N	Observed Means	Adjusted Means
Teacher Consultation and Relationship after 8 weeks Follow-Up	Control	30	5.17	5.17
	Experimental	35	4.26	4.26

ANCOVA SUMMARY

Source	SS	df	MS	F	P-Value	Decision
Adjusted Means	14.6	1	14.6	9.26	0.00	
Adjusted Error	105.62	67	1.58			$P < 0.05$
Adjusted Total	120.22	68				

viii) Section 8: Study Procedure Organization

The results of null hypothesis ten tested on SPO proved that the probability level (0.01) is less than 0.05 level of significance. For that reason, there was a significant difference in SPO behaviour mean scores of NTI NCE distance learners in the experimental and control groups after controlling for the effect of pre-test at 8 weeks follow-up assessment period, $F(1, 67) = 6.77$, $P < 05$.

From the results of the hypothesis, it can be presumed that respondents continued to make good use of the steps to effective management of study period procedure they had learnt during post-test assessment. Consequently, the expected outcome of the treatment on SPO was achieved.

The results are presented in Table 23:

Table 23: Result of ANCOVA on Effects of an Educational Counselling programme on SPO of NTI NCE Distance Learners after 8 Weeks Follow-Up Assessment Period

Follow-Up Assessment Score	Group	N	Observed Means	Adjusted Means
Study Procedure Organization after 8 weeks Follow-Up	Control	30	10.97	10.97
	Experimental	35	9.97	9.96

ANCOVA SUMMARY

Source	SS	Df	MS	F	P-Value	Decision
Adjusted Means	17.72	1	17.72	6.77	0.01	
Adjusted Error	175.34	67	2.62			P < 0.05
Adjusted Total	193.05	68				

ix) **Section 9: Test Anxiety**

The results of null hypothesis ten tested on TA revealed that the probability level (0.00) is less than 0.05 level of significance. In view of this, there was a significant difference in TA behaviour mean scores of NTI NCE distance learners in the experimental and control groups after controlling for the effect of pre-test at 8 weeks follow-up assessment period, $F(1, 67) = 10.01$, $P< 05$.

From the results of the hypothesis, it can be presumed that respondents were able to maintain positive attitude to examinations and also overcome the challenges of test anxiety learners experience during examinations. As a result, the expected outcome of the treatment on TA was achieved.

The results are presented in Table 24:

Table 24: Result of ANCOVA on Effects of an Educational Counselling programme on TA of NTI NCE Distance Learners after 8 Weeks Follow-Up Assessment Period

Follow-Up Assessment Score	Group	N	Observed Means	Adjusted Means
Test Anxiety after 8 weeks Follow-Up	Control	30	15.77	15.74
	Experimental	35	14.2	14.23

ANCOVA SUMMARY

Source	SS	df	MS	F	P-Value	Decision
Adjusted Means	39.9	1	39.9	10.01	0.00	
Adjusted Error	266.99	67	3.98			$P < 0.05$
Adjusted Total	306.89	68				

4.2   DISCUSSION

This study was conducted to investigate the effects of an educational counselling programme on study behaviours of NTI NCE distance learners in Kaduna Metropolis with a view to come up with a treatment package that would help to facilitate good study behaviour among distance learners. The purpose is therefore to help distance learners develop effective study habits despite the prevailing circumstances and challenges.

The data generated from this study was analyzed and used to answer the research questions and also test the hypotheses formulated for the study. Findings therein revealed the study habit patterns of NTI NCE distance learners and the problems they face. In order to ascertain the effects of an educational counselling programme on study behaviours of NTI NCE distance learners in Kaduna Metropolis therefore, two research questions were answered and ten hypotheses formulated and tested. Simple frequency analysis, mean scores, ANCOVA and VassarStats Website for Statistical Computation were used to analyze the data.

The simple frequency analysis was used to answer the research questions while the mean significance difference for the data was calculated using ANCOVA for 2 Independent Sample to test the ten hypotheses at 0.05 level of significance. This is informed by the fact that ANCOVA will moderate the effects of the pre-test scores when analyzing the post-test scores and the follow up assessment of the two groups. It will also ensure that the purpose of comparing the raw scores for possible differences and the efficacy of the treatment on the defective study behaviour is ascertained. VassarStats Website for Statistical Computation was then used for the data analysis. The summary of all the findings are discussed as follows:

Results of the frequency distribution of the defective and effective study behaviours for the experimental and control groups in research question one revealed that NTI NCE distance learners had both defective and effective study behaviours (Table 5).

This was evident in the highest number of respondents that exhibited defective study behaviour in CON (68), TCR (21) and LNT (13) and the lowest in SPO (1), CA (3) and RNM (3). It was also observed that the frequency of the number of respondents that exhibited effective study practice in CON (18) was the lowest compared to the highest number of respondents recorded in the other study behaviours (Table 5).

However, in research question two (Table 6), the results described the defective study behaviours of the NTI NCE distance learners. The experimental group had the highest frequency of defective study behaviours in CON (43), TCR (17) and LNT (10) while the control group had the highest frequency of defective study behaviours in CON (25), TCR (4) and STD (4). It could be deduced therefore that they lacked the ability to concentrate well, listen attentively and take notes which therefore had negative effects on their study time. Much as the time allocated to study is not adequate, it will give rise to test anxiety. This in essence implies that they are facing a lot of challenges which impede on their studies. On the other hand, it could be they did not form the habit of consulting or relating well with their teachers for further clarifications and proper academic guidance. Counselling for effective study behaviour can therefore help in the process of identifying weaknesses in the learning programme of distance learners.

In this regards, the need for educational counselling that will assist NTI NCE distance learners learn the techniques for improving listening and note-taking, strategies for forming the habit of consulting or relating well with their teachers for further clarifications and proper academic guidance and techniques for improving concentration becomes necessary. This is evident in Ekennia's (1991), assertion as follows:

a) **The need for students to take notes by listening.** Listening is viewed as an active exercise like reading, because it involves constant thinking, making corrections and evaluating as it does not include only what the speaker said but also critical responses to what was said or written. Therefore, students need to develop the skill

of listening and note-taking so as to guide future reading and also provide a source of ideas or questions for academics.

b) **Issue of concentration.** This is among the constantly reported cases of inefficient study habits among students. He stated further that lack of concentration is an attitudinal problem, closely related to distracting factors such as unresolved problems, emotional upset and worries, lack of interest in study task, noise and physical condition of the learner, poor lighting, fatigue and poor ventilation. Since concentration during studies is tied to effective management of the study session, students who improve the physical condition of their study room environment attain a psychological wellness before, during and after the study. Above all, effective organization of the study activity will also be acquired.

C) **Teacher Consultation and Relationship**. Ekennia (1991), was of the opinion that students ought to be relating and consulting with their teachers during and after classes to assist them clarify ambiguous academic issues. He stated that such relevant relationships needed for proper educational process include student-student interaction, student-teacher interaction and teacher-teacher interaction which in essence assists students to receive proper guidance and advice from these teachers. Moreover, a regular teacher consultation brings about instant feedback on students' performances in examinations or class activities which also helps to give insight as to how best students can improve on their performances as and when due. Ekennia (1991), however cautioned that students should not indulge in excessive teacher consultation as it may become upsetting to the teachers and consequently, lead to counter productivity.

Furthermore, Ipaye (2005), confirmed that the determinant factors in the success or failure of a learner's educational pursuits are the habits, motivation to learn and a positive general attitude. He reiterated that since individuals cannot study for another

individual, distance learners must have a time set aside and kept for study so as to help prepare adequately for examinations and also minimize anxious feelings and experiences. This was evident in the study habit scores on pre-test, post test and follow-up assessment for the control and experimental groups and the answers provided by research question one where NTI NCE distance learners manifest very high defective study practices in CON, TCR and LNT which buttressed the fact that they have problems with study behaviours.

Other study behaviours as reflected in the areas of STD, RNM, CA, TA and SPO also point to the fact that majority of adult learners combine studies with the world of work and family commitments, hence, they are left with insufficient time to engage in effective studying. It is therefore not surprising that NTI NCE distance learners have problems with study time distribution (STD) because majority of them are working. This result confirms the opinion by Ajoku (1997), that irregular study habits among home-based and independent learners leads to a major learning difficulty which would lead to failure by even a committed student.

In this regard, Ekennia (1991), then affirmed that if students effectively manage and budget time for studies in an organized manner, they will overcome poor academic performances. Furthermore, he stated that consistent reading and note-making gives students more opportunities to acquire background knowledge which helps memory power and reduces forgetting. Note-making, while reading makes for easy reference in reading and learning because it will eventually become permanent records that will assist students to re-learn and revise.

Suffice it to say that NTI NCE DLS students probably allowed challenges they face with learning at a distance to overwhelm their study time distribution, reading and note-making and study procedure organization. Since prints in distance learning technologies are designed in a form of self-performances and self-instructional materials,

distance learners are expected to create time and study these materials because they carry or deliver subject contents before the period of tuition or face-to-face contact that bridges the gap. These results then corroborate the findings of Ojokheta (n.d.) which recommended that one of the ways to help distance learners overcome some of the challenges they face with studying at a distance is to design a course, which will equip distance learners with study skills and strategies in their learning pattern.

Challenges of studying at a distance which affected STD, RNM and SPO could also be traced to delay in the supply of course books. This result is consistent with Mohammed & Durodola's (2002), institutional practitioner research and evaluation reports on studies carried out on the NTI first and second sets of PTTP distance learners. The study identified a number of logistics and administrative problems such as late arrival of course books and lack of adequate access to laboratories and libraries in some host centres. This informed their recommendations that much as teachers' academic performances rated 27.5% very effective and 51.7% highly effective, there is still the need for improvements in the areas of books supply to NTI distance learners so as to help them study well ahead of time and within the specific period of contact sessions.

It could be inferred therefore that if course materials are issued as and when due and distance learners strive to distribute and effectively manage their study time, read and make notes often and also organize their study period procedure, their study behaviour practices in STD, RNM and SPO will to a very high extent improve and not be at an alarming rate. Even when the course materials are given as and when due, NTI NCE distance learners still need to create more time for meaningful study. Ipaye (2005), affirmed to this by stating that students can be surrounded by an assortment of course materials but may not achieve much if they do not devote time to study.

The results further showed that NTI NCE distance learners manifest defective study behaviour in class assignment (CA) and teacher consultation and relationship

(TCR). The reasons for these defective study practices are therefore not to be far-fetched. Yaya (2006), opined that since the nature of distance learning is such that isolates students from the learning institutions and its facilities, from their teachers, from other learners and sometimes from their own family and friends, studying at home becomes generally difficult, in that such isolation prevents dialogue which is one of the components of education. This has therefore made learning at a distance very demanding.

The NTI NCE distance learners face the inconvenience that impact on their studies most often. This becomes so uncomfortable and uninteresting because they are bound to miss the motivational and emotional factors arising from the contact with other students coupled with limited interactions with their tutors and supervisors for several months except during contact sessions and examination periods. The tendency to procrastinate can therefore result from this fact as distance learners, according to COL (1999), experience lack of motivation, develop low levels of reading ability, and become too busy to attend tutorials due to family demands or work commitments.

To this end, lack of confidence will then arise which, in essence, culminates into defective study behaviours and the need for counselling. This then confirms Yaya's (2006), study which discovered that since distance learners are isolated from the institution, facilities, teachers and other learners, it is easy to procrastinate and easy to convince oneself that other duties must be completed before studying. He further stated that many distance learners believe work must come first because it pays the bills and tuition fees. Hence, a sudden deadline at work can take precedence over a class assignment, while an unexpected out-of-town trip can eliminate some evenings planned for study.

It could be deduced then that misplaced priority and such attitude created difficulties for distance learners in the areas of CA, and TCR vis-à-vis organizing

studies, finding sufficient time to study, having difficulties in preparing written work, such as assignments and essays and receiving feedback, being in awe of tutors they have never met and not having the skills to initiate and sustain relationships at a distance. Judging from this discourse, it will not be an understatement to postulate that effective educational counselling will have a positive effect on improving problems of study behaviours of NTI NCE distance learners.

The evidence from the analysis of the hypotheses revealed that counselling strategies improved the study behaviours of NTI NCE distance learners to a very high extent because the post-test and follow-up assessment treated the areas they exhibited defective study practices. This became evident during the post-test where the treatment made a lot of positive impacts in modifying the defective study behaviours which NTI NCE distance learners exhibited during pre-test. Effective study guide with appropriate study skills, instructions and practices were thus imparted and instilled into the learners during this period to aid effective study habits in the defective areas.

After the post-test assessment on the respondents, the results showed that to a very large extent, counselling strategies alleviated almost all the defective study habits (CON, LNT, TA, STD, CA, ECT, TCR and SPO) of NTI NCE distance learners, except in RNM. Furthermore, when a follow-up assessment was conducted on the respondents after eight weeks with the SBI, the results showed that the treatment still had positive effects on the same defective study areas except in RNM and ECT. On the contrary, the treatment which had positive effects on ECT during the post-test was no longer effective during the follow-up assessment because the respondents could not sustain the positive attitude to examinations they cultivated during the post-test.

The above result is in consonance with Ajoku's (1997) work, which revealed that distance learners need some diagnostic therapy in order to identify the sources of their defective study behaviours for effective psychological feedback and technique in the

learning process. He further discovered that the diagnosis of the problems of distance learners' study behaviours had equipped lecturers in understanding the study patterns of adult learners. He then re-affirmed that since the study behaviours of some students have been found to be self-defeating and unproductive, the need for regular students' support services designed to cater for the inadequacies of specific study skills to aid distance learning would be required.

This result also confirms the findings of Ojokheta (n.d.) who investigated the predictors that helped to motivate distance learners to achieve effective learning, to sustain their interests in the learning programme as well as to ensure successful academic achievement in the programme. Ojokheta's (n.d) work further revealed that the nature and quality of students' support services provided could motivate distance learners to achieve effective learning to sustain their interests in the programme. These revelations thus lead to the conclusion that counselling strategies can and indeed modify study behaviours of NTI NCE distance learners to a very large extent.

In order to further espouse these findings, the results of hypotheses one, five, eight and nine were in agreement with the works of Powell et al (1990), who examined the question on why some students successfully study through distance education and others do not. Among the nine major predisposing characteristics that were found to be significantly related to success in their works were that students who had a designated place for study, regular times for study and generously estimated study time were more likely to pass well than those who do otherwise. Furthermore, respondents who rated themselves as well organized in terms of time management skills said they generally had the time to do what they intended to do in order to be successful.

Results from hypothesis two on RNM at post-test and 8 weeks follow-up assessment and hypotheses two and six on ECT at 8 weeks follow-up assessment showed that NTI distance learners are still having problems in reading and note-making (RNM)

and examination and class test (ECT). One of the major factors for facilitating learning at a distance is through course materials. If NTI NCE distance learners' reading culture is poor or they cannot properly observe the series of study hours as outlined and specified by the design and delivery mode of the programme in the NTI NCE (DLS) Students' Handbook (2005), the tendency to have defective study behaviour in RNM will occur. This will in turn have negative effects on examination and class test because the course materials have not been effectively utilized. Apparently, it could explain one of the reasons for the defective behaviour that manifested in ECT at 8 weeks follow-up assessment. This is thus in consonance with Gatsha (2010), who concluded that one of the challenges faced by distance learners was poor reading culture which hinders effective learning.

Furthermore, Aderinoye (1992), observed that NTI distance learners are burdened with too much of social responsibilities which invariably affected their rate of retention and accounted for failure. It could therefore be that they did not make out enough time to study effectively. This could also elucidate the reasons for the defective study behaviours among the NTI NCE distance learners involved in this study.

Housell and Smith (2004), buttressed this notion by stating that despite distance learners' reliance on libraries and computer accessible resources, they still become confused and frustrated, which hamper their progress and causes anxiety and apprehension. In addition, they can suffer information overload which can have a negative influence on their ability to connect pieces of information together.

Ukpo (2006), discovered that course books serve as a main resource in NTI NCE distance learning system apart from the tutorial contact sessions because it enables NTI distance learners gain a good understanding of their course of study. A delay in the production and distribution of these materials therefore, can cause problem which will debar distance learners from devoting quality time to studying and becoming self-

directed in their learning. On the other hand, if they were prepared for effective studies and the course materials are not readily available until examinations are at hand or they are saddled with domestic or social responsibilities, they may be prevented from sourcing materials to do their assignments and also read for examinations or class tests. In addition to this, it may hinder their efforts to organize proper study tasks while some of them may find it difficult to consult their tutors in any area they have deficiencies which can subsequently lead to challenges.

She then reiterated that a provision of learner support services which all the learners can generally perceive to have positive effect and motivation on the course, which do not place them at a high risk for drop out and poor course performance, is highly imperative.

CHAPTER FIVE
SUMMARY, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDY

5.1   SUMMARY

The study investigated the effects of an educational counselling programme on the study behaviours of NTI NCE distance learners in Kaduna metropolis. The problem that motivated this study was the devastating effects of negative and poor study behaviours of NTI NCE distance learners ensuing from ineffective study habits and compounded by near absence of guidance services in the study centres. The objectives of the study were to determine the study behaviours of NTI NCE distance learners and the effects of an educational counselling programme on their study behaviours.

Two research questions which dwelt on the general study behaviours and the defective study behaviours of NTI NCE distance learners were answered. Ten hypotheses that focused on nine areas of study skills and the extent to which counselling strategies can modify these defective study behaviours were also tested. Experimental design which tested cause-and-effect relationships between variables was employed for the study. By this design, respondents were divided into two groups, that is, the experimental group and the control group whereby a change, that is, treatment for the experimental group was then introduced.

The cycle two NTI NCE distance learners in Kaduna metropolis was the population of the study while the sample comprised sixty-five cycle two NTI NCE distance learners who exhibited defective study behaviours. Purposive sampling technique was then used to select the grand total sample for the study. An adapted SBI was used as the instrument for data collection. Simple frequency analysis was employed to answer the two research questions while ANCOVA for 2 Independent Samples was used for testing the hypotheses at 0.05 level of significance.

The discussion emanating from the findings confirmed that NTI NCE distance learners have defective study behaviours, thus, the need for educational counselling that will modify this defect becomes necessary. The summary of the findings of the study are hereby outlined as follows:

1. NTI NCE distance learners manifest very high defective study behaviours in CON, TCR and LNT. This buttressed the fact that NTI NCE distance learners do have defective study behaviours.

2. Other study behaviours as reflected in the areas of STD, RNM, CA, SPO and TA also point to the fact that majority of the students combine studies with the world of work and family commitments, hence, they are left with insufficient time to engage in effective studying. This revealed that NTI NCE distance learners have problems in these areas, most especially with STD because majority of them combine study with work.

3. Delay in the supply of course materials constituted challenges to studying at a distance. It affected STD, RNM and SPO. Since distance learners are isolated from the institution and facilities and also teachers and learners, it is easy to procrastinate and to also convince oneself that other duties must be completed before studying.

4. The finding revealed that counselling strategies alleviated eight, out of the nine defective study habits (CON, LNT, TA, STD, CA, ECT, TCR and SPO) of NTI NCE distance learners to a large extent, except in RNM. This was evident during post-test assessment when the results showed that the treatment still had positive effects on all but one defective study area (RNM).

5. The results further showed that the treatment was not effective in alleviating NTI NCE distance learners' challenges in RNM and ECT during 8 weeks follow-up assessment period. One of the major factors for facilitating learning at a distance is through course materials. If NTI NCE distance learners' reading culture is poor, the tendency to have

defective study behaviour in RNM will occur. This, in turn had adverse effects on ECT because the course materials have not been effectively utilized.

5.2   CONCLUSION

The NTI NCE distance learners face the inconvenience that impact on their studies most often. This becomes so uncomfortable and uninteresting because they are bound to miss the motivational factors arising from the contact with other students coupled with limited interactions with their tutors and supervisors for several months except during contact sessions and examination periods. The tendency to procrastinate can therefore result from this fact because distance learners, according to COL (1999), experience lack of motivation, develop low levels of reading ability, and become too busy to attend tutorials due to family demands or work commitments.

In addition to the aforementioned, Ipaye (2005), established the fact that the determinant factors in the success or failure of a learner's educational pursuits are the habits, motivation to learn and a positive general attitude. He reiterated that since individuals cannot study for another individual, distance learners must have a time set aside and kept for study so as to help prepare adequately for examinations and also minimize anxious feelings and experiences.

Generally, the data presented proved that although defective study behaviours cannot be alleviated completely on the part of NTI NCE distance learners, adjustment to problems associated with studying can be imbibed through inculcating effective study time distribution, reading and note-making, listening and note-taking, concentration, teacher consultation and relationship, and study procedure organization. When all these effective study habits are cultivated and sustained by these learners, positive attitude towards home work, examination and class test and class assignment will be evident. This will not only alleviate test and examination anxiety together with defective study

behaviours, but it will also enhance high academic achievement leading to self-fulfillment and actualization.

From the above discourse, it could be asserted therefore that educational counselling programme is aimed at helping individuals to resolve critical life issues since a change in behaviour and clarification of attitudes and goals are involved. If learners' problems can be resolved due to the fact that educational counselling renders services to learners who require assistance in making decisions about certain vital aspects of their education, challenges of study behaviours that beset distance learners can well be modified through educational counselling.

The challenge and onus therefore to always help distance learners imbibe effective study habits, such as time management, organization of study tasks, positive attitude to homework and assignment, reading and note-making, listening and note-taking, concentration, study procedure, remembering effectively, teacher consultation and relationship, positive examination behaviour, motivation and will power lies squarely, it seems, in the hands of the NTI counsellor(s) and also the students.

5.3.   RECOMMENDATIONS

Consequent upon the findings of this research, it will not be an understatement to postulate that effective educational counselling programme will have a positive effect on improving problems of study behaviours of NTI NCE distance learners. In this regard, the following recommendations are therefore made:

In all counselling encounters with NTI NCE distance learners, NTI counsellor(s) and tutor-counsellors should focus their attention on counselling strategies that will address these learners' defective study behaviours, especially on CON, TCR and LNT as revealed in this study.

Note-making, while reading, aids retention and memory. This will in turn give students more opportunities to acquire background knowledge for easy reference. Wise

and judicious use of time is in addition, a vital phenomenon in achieving a great deal in academic exercise. These adjustments are expected to modify the defective study behaviours in STD, TA, CA, RNM and SPO.

Course materials should be issued as and when due because they serve as a main resource in NTI NCE DLS and also enables NTI NCE distance learners gain a good understanding of their course of study. Distance learners therefore ought to organize their study period procedure to alleviate procrastination and the tendency to desire to complete other duties before studying. Even when the course materials are given as and when due, NTI NCE distance learners still need to create more time for meaningful study. This will, to a very high extent, assist in improving the defective study behaviours in STD, RNM and SPO.

Furthermore, it is essential that NTI NCE distance learners are constantly exposed to educational counselling strategies, that is, the Treatment Plan (Effective Study Habit Schedule) packaged for this study since it proved effective during the post-test. Regular exposition of these learners to such counselling strategies will help them overcome defective study practices especially, in RNM.

Educational counselling strategies must frequently be employed to minimize defective study practices of NTI NCE distance learners in RNM and ECT. In addition, NTI NCE distance learners should be encouraged and helped to form the habit of good reading culture with increased intensive concentration and the art of making notes of what they read to enhance memory power that will cater for inadequacies of specific study skills. Furthermore, they should be enjoined to sustain the developed positive attitude to examinations and stick to the techniques that will continually enhance good performances during examination, such as, accepting and receiving examination as a challenge, facing the realities and preparing thoroughly for examinations, viewing

examination as an inevitable (unavoidable) stage in the educational process, and studying steadily and consistently till the examination time.

5.4   LIMITATIONS OF STUDY

The researcher does not covertly and overtly claim that this work is error-free and that it is perfect in all ramifications. To this effect, the researcher wishes to point out the following inherent limitations of the study, thus:

The sample of this study was confined to Kaduna metropolis because it is not realistic or practical to access the large population of NTI NCE DLS students in Kaduna state and in Nigeria. Furthermore, the study cannot completely be said that it is devoid of weaknesses or shortcomings in as much as the challenges of study behaviours that beset distance learners before intervention were, to a very large extent, modified.

The experimental design of the work which compared the raw scores of the two groups showed that the treatment was not effective at post-test on RNM. The results further revealed that the treatment was still not effective in alleviating challenges in RNM and ECT when a follow-up assessment was conducted after another eight weeks. On the contrary, the treatment which had positive effect on ECT at post-test was no longer effective during the follow-up. This therefore showed that either the control for intervening variables was weak, or that the instrument, treatment and statistics used (ANCOVA) were not hundred percent adequate to modify the defective study behaviours of NTI NCE distance learners in RNM and ECT. Perhaps if another treatment session was repeated again after the instrument was re-administered at follow-up assessment, it could have modified the defect in the RNM that re-occurred and also retained the desired modified effect that was gained in ECT during the post-test. In addition, it would have possibly added more value to the validity of the results.

Despite the treatment sessions that were administered for the purpose of assisting NTI distance learners alleviate the problems that impinge on their studies, the number of

NTI distance learners (35 respondents out of 56 respondents) that completed the treatment sessions was not outstanding enough considering the scope of the study. It was expected that all of them that manifested defective study behaviours would complete the treatment sessions. Furthermore, the students' attrition rate prevalent in the two centres coupled with the population of students that responded to the instrument and the number that completed the treatment sessions was not totally impressive. This made the sample size, especially those with defective study practice to drop low even though the validity of the results was considered appropriate and meaningful for the number.

5.5   SUGGESTIONS FOR FURTHER STUDY

Much as the purpose and the specific objectives of this study have, to a large extent, been achieved, the study can still be expanded beyond the present scope and subjected to further study. The following are therefore suggested:

(i)   Whereas the specific objectives of this study determined the study behaviours of NTI NCE distance learners in Kaduna metropolis, this can as well be replicated in any other state or geo-political zone in Nigeria to also determine their study behaviours and the effects of an educational counselling programme on these behaviours.

(ii)   Effects of an educational counselling programme on the study behaviours of sandwich students of Nigerian Universities.

(iii) Further research can also be conducted to determine the significant mean score difference of study behaviours of NTI NCE distance learners on the basis of age, gender or location

5.6   CONTRIBUTION TO KNOWLEDGE

The significant contribution of this work to the practice of counselling is the development and validation of a version of Study Behaviour Inventory (SBI) that has the potential to detect defective study behaviours of students in tertiary institutions. The defective study behaviours were not only identified (detected) but also modified via the

dispensation of an educational counselling programme. This feat makes this work unique in the field of counselling psychology.

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APPENDIX Ai

Study Behaviour Inventory

CHIEMEKA C. EKENNIA, Ph.D.

PERSONAL DATA

NAME:.. CLASS:........................

SEX:.. DATE OF BIRTH:.................................

SCHOOL:..

TYPE OF SCHOOL-ALL Boys, All Girls, Co-educational (Circle One)

SCHOOL LOCATION: Rural, Urban (Circle One)

2.

PARENTS	(FATHER)	(MOTHER)
Name		
Address		
Level of Education		
Occupation		
Religion		

3.   HOME CONDITIONS

Family:-   Monogamous   Polygamous   (Circle One)

No of Children.................................: Boys............................ Girls........................ Total

Position relative to other children...

Children by own mother.................................... Boys.................................... Girls

Residence:-   (1)   Self-contained House   (2)   Self-contained Flat   (3)   Block of Flats

(4)   Blocks of Rooms   (5)   Traditional Compound   (Circle One)

DIRECTIONS

The Study Behaviour Inventory (SBI) represents the outcome of several years of intensive research. I is designed to help you identify your defective or poor study behaviours. To achieve this, give correct information about yourself in reply to the questions in the inventory. Every information you give would be treated as confidential In addition, there are no right or wrong answers. So no marks will be awarded. Therefore read slowly throug the list of questions and answer each question as accurately and truthfully as possible. Put a tick ( ) within the column that best describes your study habit like this:

	YES	NO
Do you study less than two hours a day?		

SECTION 1: STUDY TIME DISTRIBUTION

1. Do you stick to the schedule of your time table? `YES` `NO`

2. Do you engage in fun-seeking activities at the expense of your studies? `YES` `NO`

3. Do you miss class activities because you feel that you can always cover the missed lessons? `YES` `NO`

4. Do co-curriculum (e.g. sports, prefecting, labour etc.) take so much of your time that you have insufficient time for studies? `YES` `NO`

5. Do you study less than two hours a day? `YES` `NO`

6. Do you spend too much time on the subjects you like and pay little or no attention to the difficult ones or the subjects you generally dislike? `YES` `NO`

TOTAL SCORE SECTION 1	

SECTION 2: READING AND NOTE MAKING

7. When you read, do you outline the salient points in the material Studied? `YES` `NO`

8. Do you find it difficult to identify the points in the material you read? `YES` `NO`

9. As you Study, do you evaluate what you are trying to learn by asking and answering questions? `YES` `NO`

10. Do you attempt to break a long reading assignment into small units? `YES` `NO`

11. Do you make a preliminary survey of your assignment before reading in detail? `YES` `NO`

12. Do you review and recite the outline you made from the material Studied? `YES` `NO`

13. Do you have difficulty comprehending reading material? `YES` `NO`

14. Do you pause during reading session to remember what you have read? `YES` `NO`

TOTAL SCORE SECTION 2	

SECTION 3: LISTENING AND NOTE-TAKING

15. When you know the subject to be taught in advance, do you preview or review related reading in order to recognize and organise main ideas and technical terms more easily. `YES` `NO`

16. Do you use a deep indetation to impress upon or your mind the relationship between supporting ideas and organizing ideals? `YES` `NO`

17. When note-taking seems especially difficult, do you leave blank spaces at the end of each section on a page so that later you can write in clarifying or supplementary information. `YES` `NO`

18. Do you remember to use appropriate abbreviations and symbols during note-taking in the class? `YES` `NO`

19. During listening do you make notes as well as take notes? `YES` `NO`

TOTAL SCORE SECTION 3	

SECTION 4: CLASS ASSIGNMENT

20. Do you abandon you class assignment because it is difficult or boring? `YES` `NO`

21. When you miss a class, do you make up the notes or the lesson immediately? `YES` `NO`

22. Do you do your assignment as soon as possible to avoid the piling up of your school work? `YES` `NO`

23. Do you wait and rush you assignment at the last minute? `YES` `NO`

24. Do you leave your home work for someone else to do for you because you think it is difficult or you have no time to do it? `YES` `NO`

TOTAL SCORE SECTION 4	

SECTION 5: CONCENTRATION

25. Do you concentrate on your work each time you are studying? `YES` `NO`

26. Are you easily distracted by outside nose when studying? `YES` `NO`

27. Do unrelated thoughts distract your attention while studying? `YES` `NO`

28. If your mind continually wonders while studying, do you analyse yourself to find out why? `YES` `NO`

TOTAL SCORE SECTION 5	

SECTION 6: EXAMINATIONS AND CLASS TESTS

29. Do you start studying only when it is a few weeks to the examinations? `YES` `NO`

30. Do you consider eligibility and neatness of your written work while writing examinations? `YES` `NO`

31. Do you have problem writing even the things you recall during examinations: `YES` `NO`

32. Do you take time to plan and organise your points while writing examinations? `YES` `NO`

33. During examinations, do you find it difficult answering the required number of questions before the time is up? `YES` `NO`

34. While taking tests, do you outline the answers to essay questions before attempting to write them out? `YES` `NO`

35. Do you start well ahead of time to organise your studies and prepare for examination? YES | NO

36. Do you get confused during examinations because you found out that you were ill-prepared for the examinations? YES | NO

TOTAL SCORE SECTION 6	

SECTION 7: TEACHER CONSULTATION AND RELATIONSHIP

37. Do you conduct yourself in such a way as to enhance an appropriate inter-personal relationship with your teacher and significant others in your school environment? YES | NO

38. Do you go to your teacher for explanation when you are unable to understand a particular subject? YES | NO

39. Do you study your teacher to find out what exactly the teacher wants? YES | NO

40. Do you feel shy and inadequate to meet your teacher for explanations? YES | NO

TOTAL SCORE SECTION 7	

SECTION 8: STUDY PROCEDURE AND ORGANIZATION

41. Do you study in one particular place that is quiet and well lighted? YES | NO

42. When you study, do you keep the top of your desk clear of distracting clutters? YES | NO

43. Do you take short rests during long study sessions? YES | NO

44. Do you work to your maximum ability when you study? YES | NO

45. When you study, do you start studying immediately as soon as you settle down at your desk? YES | NO

46. Do you keep your mind open to new ideas as you study? YES | NO

47. Do you organise your work in such a way that all notes on a subject are together? YES | NO

48. Do you apply everything you learn as early and as often as possible? YES | NO

49. Do you bring all study materials needed for a study session into your study room before you start studying? YES | NO

TOTAL SCORE SECTION 8	

SECTION 9: TEST ANXIETY

50. Do you get upset whenever the teacher announces that an examination would take place? YES | NO

51. Do you get very worried when you observe that your neighbour has written more volumes than yourself in an examinations? YES | NO

52. Do you find yourself wishing you were out of school doing business or something else rather than gong to face the examination? YES | NO

53. After reading through the examination questions, do you panic and get confused if the questions are not familiar? YES | NO

54. Do you consider yourself unnecessarily sensitive to nose and other distractions during examinations? YES | NO

55. Do you get very worried if you feel that the time allowed for an examination is insufficient for you? YES | NO

56. Do you find it easy maintaining your concentration while preparing for or taking examinations? YES | NO

57. Do you frequently feel like going to ease yourself just before preparing or during examination? YES | NO

58. Do you get very worried when you think you have done badly in an examination? YES | NO

59. While preparing, Writing or after examinations, do you experience physical symptoms such as rapid heart rate, excessive perspiration, tense muscles, queasy stomach, and nausea? YES | NO

60. Do you get so tired worrying about examinations that you almost don't care how well you perform when the examination actually comes? YES | NO

TOTAL SCORE SECTION 9	

SCORES ON THE STUDY BEHAVIOUR INVENTORY (SBI)

SECTION	1	2	3	4	5	6	7	8	9
RAW SCORE									
STANINES									

SBI DIAGNOSTIC PROFILE

STANINES

SECTIONS
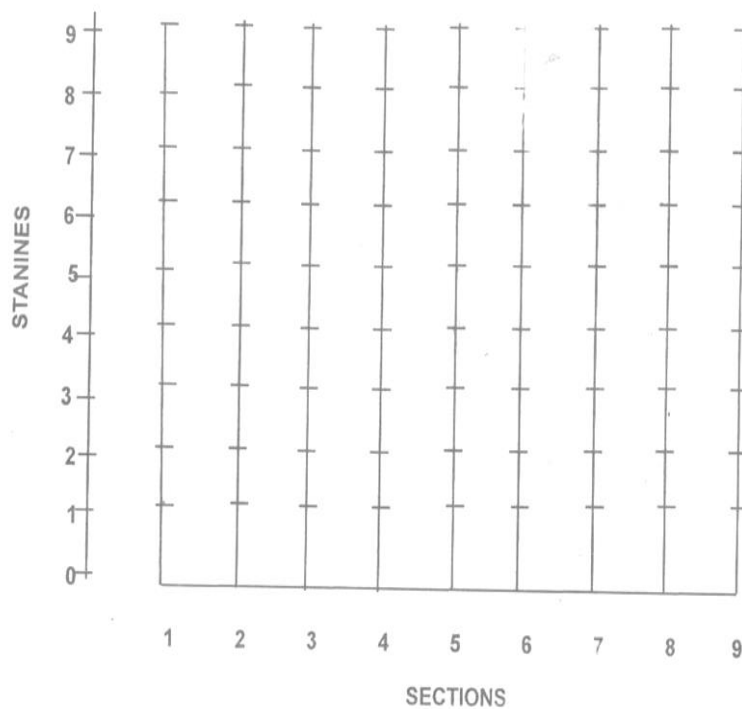
APPENDIX Aii

MODIFIED INFORMATION ON THE STUDY BEHAVIOUR INVENTORY (SBI) PERSONAL DATA OF NTI NCE DISTANCE LEARNERS

The Study Behaviour Inventory represents the outcome of several years of intensive research. It is designed to help you identify your defective or poor study behaviours. To achieve this, give correct information about yourself in reply to the questions in the list. Every information you give would be treated as confidential. In addition, there are no wrong answers; so no marks will be awarded. Therefore read slowly through the list of questions and answer each question as accurately and truthfully as possible. Put a tick ( ) within the column that best describes your study habit.

	YES	NO
Do you study less than two hours a day?		

Thank you.

SECTION A: PERSONAL DATA

1). **State** --------------------------------------

2). **Study Centre**: --

3). **Cycle**: 1--------------- 2-------------- 3--------------- 4---------------

4). **Age**: (a).Below 20 years------------ (b).20-30 years---------------

(c).31-40 years---------------- (d).41-50 years---------------

(e).Above 50 years--------------------

5). **Gender**: (a).Male------------------- (b).Female-----------------------

6). **Present Occupation**: (a).Teaching------------------ (b).Other

Government Employment---------- (c).Self-Employed-------------------

(d).Unemployed------------

7). **If teaching, state type of school**: a).Public-----------------------

b).Private-----------------------

8). **For how long have you been teaching/working?**
(a).Under 5 years---------(b).6-10 years----------(c).11-20 years---------

(d).21-35 years---------------

APPENDIX Aiii

INTRODUCTORY LETTER TO NATIONAL TEACHERS' INSTITUTE, KADUNA STATE OFFICE

Dept. of Educational Foundations,

Faculty of Education,

University of Jos, Jos,

Plateau State.

12th December, 2008.

The Coordinator,

Dear Sir/Madam,

RESEARCH ON EFFECTS OF AN EDUCATIONAL COUNSELLING PROGRAMME ON STUDY BEHAVIOURS OF NTI NCE DISTANCE LEARNERS IN KADUNA METROPOLIS

I am Mrs. Mobolaji O. Oyedeji, a doctoral student of Faculty of Education, Educational Foundations department of University of Jos, Plateau State. I am currently carrying out a study on:
"Effects of an Educational Counselling Programme on Study Behaviours of NTI NCE Distance Learners in Kaduna Metropolis".

The research is being carried out with the hope that the results of the study will provide the planners and implementers of the programme with more realistic and valuable information that is capable of improving the Guidance and Counselling services being rendered to the NCE DLS students, especially in the area of how they study.

To achieve this, there is need to obtain information by way of administering questionnaire from a sample of the Cycle 2 NCE DLS students in 4(four) Centres in your state. This will be achieved by engaging the services of four "Research Assistants" to support the Researcher during the exercise.

To this end, you and the Education Officer in your state together with two field officers are therefore selected as these Research Assistants. It is noteworthy to emphasize that these field officers will be appointed from the centres that the questionnaire will be administered to ensure that the inventory gets to the targeted population and to achieve a high rate of return. The two field officers that will therefore be appointed are the Centre manager and a Course Facilitator by virtue of their involvements in NTI activities and their closeness to the students.

I shall be very grateful if all the information required of the students are given in the attached questionnaire. Moreover, the cooperation of all concerned in this exercise will be highly appreciated.

I promise that all information given shall be strictly used for research purpose only and will be treated as confidential.

Thanks for your anticipated cooperation.

Yours Sincerely,

Oyedeji, Mobolaji O. (Mrs.)
    Researcher

APPENDIX Aiv

GUIDELINES FOR ADMINISTRATION OF STUDY BEHAVIOUR INVENTORY

TRAINING OF RESEARCH ASSISTANTS (FIELD OFFICERS) ON EFFECTS OF AN EDUCATIONAL COUNSELLING PROGRAMME ON STUDY BEHAVIOURS OF NTI NCE DISTANCE LEARNERS IN KADUNA METROPOLIS

1.0   Introduction
This study is a research being conducted in partial fulfillment of the requirement for the award of the degree of Ph.D. It is titled:
"EFFECTS OF AN EDUCATIONAL COUNSELLING PROGRAMME ON STUDY BEHAVIOURS OF NTI NCE DISTANCE LEARNERS IN KADUNA METROPOLIS".

The objectives of the study are to:
ix. Determine the study habits of Distance Education learners.

ii).   Determine the effects of counselling strategies on alleviating the study behaviours of distance learners.

The study will help the researcher make recommendations to the National Teachers' Institute with a view to improving counselling services in the area of modifying study behaviours of NCE Distance Learners.

2.0   There is only one instrument, namely, "Study Behaviour Inventory (SBI)".

3.0   Sampling and Modalities for Distribution
The instrument is to be completed by Cycle 2 students only.

4.0   Steps to take during Administration of the Instrument
The following steps are to be taken during the administration of the SBI:
- Ensure that:

i)   **Appropriate physical conditions are provided.**

ii)   **Each questionnaire is numbered serially for easy tracking during collection and collation.**

iii)   **Kaduna State testees are instructed to write their names on the questionnaires or on a sheet of paper against the number on the questionnaire for easy reference during treatment period.**

iv)   **There is no interruption or distractions of the testees.**

v)   **Testees are properly seated so that they will not observe each others' answers to specific items of the inventory. This is to guard against influence on each others' thoughts and behaviours.**

vi) **You use a soft but clear tone to make them relax because the validity of the instrument is dependent on how freely the testees are ready to reveal themselves.**

vii) **They use biro or pencil to fill the questionnaire.**

viii) **They are also informed:**
   a) **To complete the personal data section.**

   b) **It is not a class test and there are no wrong or right answers. Rather, it is just to know the deficiency in their school work so that it can be corrected for better performances.**

   c) **There is no time limit but they should not waste too much time on one item. (An average student should complete the inventory between 18 and 25 minutes).**

   c) **The instructions are to be read very well before answering the questions.**

   d) **The result of the test is confidential and it can only be helpful if they are as honest as possible.**

   e) **Not to touch the total score boxes in each section and the items at the back page o the questionnaire.**

   f) **To ask questions or seek clarifications on any item that is not clear.**

ix) **Questionnaires are collected and collated from the respondents for scoring.**

5.0   Conclusion

Kindly keep to the instructions given and feel free to call on me for any further clarifications. Objectivity is absolutely important.

It is pertinent to also inform you that this research will assist the institute in improving and sustaining the quality of counselling services being rendered to the NTI NCE DLS students.

To this end, I am counting on your long standing experience in field work.

Thank you.

OYEDEJI, M.O. (MRS.)
Researcher

APPENDIX Bi

NCE DLS Students' Enrolment by State, Cycle and Gender as at December, 2011

S/N	States	Cycle I			Cycle II			Cycle III			Cycle IV			Total		MF
		M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
1	Abuja	185	411	596	130	396	526	132	364	496	126	405	531	573	1576	2149
2	Abia	48	401	449	51	394	445	34	445	479	48	525	573	181	1765	1946
3	Adamawa	93	117	210	7	28	35	11	39	50	15	59	74	126	243	369
4	Akwa Ibom	10	26	36	17	90	107	20	122	142	41	233	274	88	471	559
5	Anambra	12	106	118	9	90	99	13	68	81	22	131	153	56	395	451
6	Bauchi	77	120	197	87	179	266	63	118	181	66	126	192	293	543	836
7	Bayelsa	107	296	403	93	185	278	68	175	243	59	154	213	327	810	1137
8	Benue	86	178	264	103	226	329	130	242	372	139	287	426	458	933	1391
9	Borno	33	134	167	29	86	115	38	76	114	50	124	174	150	420	570
10	C/River	38	95	133	16	81	97	21	101	122	41	171	212	116	448	564
11	Delta	127	432	559	122	464	586	87	388	475	126	455	581	462	1739	2201
12	Ebonyi	25	106	131	32	120	152	22	46	68	38	181	219	117	453	570
13	Edo	51	285	336	50	404	454	48	367	415	52	406	458	201	1462	1663
14	Ekiti	14	30	44	21	78	99	23	56	79	33	69	102	91	233	324
15	Enugu	11	54	65	14	57	71	6	40	46	16	178	194	47	329	376
16	Gombe	75	150	225	33	75	108	22	54	76	14	38	52	144	317	461
17	Imo	13	145	158	29	175	204	22	200	222	27	341	368	91	861	952
18	Jigawa	44	60	104	11	32	43	26	39	65	78	97	175	159	228	387
19	Kaduna	466	1484	1950	311	1204	1515	272	1160	1432	270	1210	1480	1319	5058	6377
20	Kano	26	60	86	32	59	91	37	78	115	91	114	205	186	311	497
21	Katsina	131	278	409	136	371	507	197	404	601	455	527	982	919	1580	2499
22	Kebbi	26	48	74	19	41	60	29	35	64	35	86	121	109	210	319
23	Kogi	101	139	240	85	165	250	69	164	233	94	193	293	349	667	1016
24	Kwara	96	152	248	112	165	277	121	196	317	136	171	307	465	684	1149
25	Lagos	16	138	154	24	199	223	24	217	241	56	404	460	120	958	1078
26	Nasarawa	42	129	171	29	84	113	91	114	165	33	115	148	155	442	597
27	Niger	272	238	510	219	286	505	143	133	276	159	230	389	793	887	1680
28	Ogun	19	81	100	20	122	142	20	152	172	65	227	292	124	582	706
29	Ondo	35	77	112	40	119	159	22	127	149	58	172	230	155	495	650
30	Osun	15	38	53	23	50	73	33	98	131	47	124	171	118	310	428
31	Oyo	24	73	97	53	84	119	55	98	153	59	165	224	173	420	593
32	Plateau	35	143	178	38	170	208	23	133	156	47	224	271	143	670	813
33	Rivers	244	901	1145	202	742	944	213	808	1021	85	501	586	744	2952	3696
34	Sokoto	3	4	7	7	4	11	0	0	0	1	2	3	11	10	21
35	Taraba	52	40	92	35	38	73	48	78	126	55	76	131	190	232	422
36	Yobe	23	34	57	24	53	77	44	80	124	13	51	64	104	218	322
37	Zamfara	43	96	139	34	62	96	6	38	44	8	29	37	91	225	316
	Total	**2718**	**7299**	**10017**	**2279**	**7178**	**9457**	**2193**	**7053**	**9246**	**2758**	**8607**	**11365**	**9948**	**30137**	**40085**

Source: Research and Statistics Unit, ERAS Department

APPENDIX Bii

Summary of 2012 Cycle 2 NCE DLS Students by Gender

S/No	Gender	Total No. of 2012 Cycle 2 Students
1	Males	2, 718
2	Females	729
	Total	10, 017

Source: Research and Statistics Unit, ERAS Department: NCE DLS Enrolment by Gender and Cycles

APPENDIX Biii

Distribution of 2012 Cycle 2 NTI NCE DLS Students' Enrolment per

Centre in Kaduna State

S/N	Centre	Location	Number of Students Per Centre
1	Government Science Secondary School, Birnin Gwari	Birni Gwari	87
2	Government Secondary School, Doka	Kaduna Town	314
3	Government Secondary School, Hunkuyi	Hunkuyi	28
4	Science Secondary School, Ikara	Ikara	55
5	Government Secondary School, Kauru	Kauru	11
6	Government Secondary School, Kagarko	Kagarko	79
7	Government Secondary School, Kagoro	Kagoro	99
8	Kaduna Teachers' College, Kawo	Kaduna Town	722
9	Government Girls Secondary School, Kwoi	Kwoi	74
10	Government Secondary School, Makarfi	Makarfi	-
11	Government Secondary School, Mayir	Mayir	10
12	Government Secondary School, Sabon Tasha	Kaduna Town	348
13	Government College, Saminaka	Saminaka	70
14	Government Girls' Secondary School, Zaria	Zaria	9
15	Government Girls' College, Zonkwa	Zonkwa	44
	Total		1, 950

Source: Research and Statistics Unit, ERAS Department: Students' Enrolment

by State, Cycle and Centre

APPENDIX Biv

Distribution of 2012 Cycle 2 NTI NCE DLS Students per Centre in

Kaduna Metropolis

S/N	Centre	Location	Number of Students Per Centre
1	Government Secondary School, Doka	Kaduna Town	314
2	Government Secondary School, Sabon Tasha	Kaduna Town	384
3	Kaduna Teachers' C ollege, Kawo	Kaduna Town	722
	Total		1,347

Source: Research and Statistics Unit, ERAS Department: Students' Enrolment by State, Cycle and Centre.

APPENDIX Bv

Treatment Plan

WEEK	DAY	ACTIVITIES	DURATION	EXPECTED OUTCOME
Week 1	**Day 1 (1st Session)**	a) Introduction and creation of rapport b) Causes of bad and poor study behaviour (outline) c) Conclusion and assignment.	**3 hours**	Respondents will become sensitive to the causes of bad and poor study behaviour so as to guard against such.
	Day 2 (2nd Session)	a) Review of 1st session b) Submission of assignment c) Effects of bad and poor study behaviour (outline) d) Conclusion and assignment.	**3 hours**	Respondents will realize the effects of bad and poor study behaviour on individuals and academics so as to work towards positive change in behaviour.
Week 2	**Day 3 (3rd session)**	a) Review of 2nd session b) Submission of Assignment c) Teach them how to make schedule (time table) and budget for time. d) Conclusion and assignment.	**3 hours**	Respondents will learn how to make a wise and judicious use of time in achieving a great deal of success in academic exercise.
	Day 4 (4th session)	a) Review of 3rd session b) Submission of assignment c) Teach them how to manage time and organize study tasks d) Conclusion and assignment.	**3 hours**	Respondents will: a).overcome self-defeating activities that hamper academic performance b).learn practical ways to plan organize and group study tasks into small units that can be studied in bits.
Week 3	**Day 5 (5th session)**	a) Review of 4th session b) Submission of assignment. c).Teach positive attitudes towards home work or assignment; emphasize the importance of assignment. d) Conclusion and assignment.	**3 hours**	Respondents will develop positive and self enhancing attitude to homework and class assignment. This will make them become motivated to learning at home and in the classroom with actions directed towards more meaningful goals.
	Day 6 (6th session)	a) Review of 5th session b) Submission of assignment c)Teach techniques for improving reading and note-making d) Conclusion and assignment.	**3 hours**	Respondents will form a habit of: a). reading with increased intensive concentration and speed, b). making notes of what they read which will serve as permanent record of assistance to re-learn, revise, reduce forgetfulness and enhance memory power.
Week 4	**Day 7 (7th session)**	a) Review of the 6th session b) Submission of assignment c) Teach techniques for improving listening and note-taking d) Conclusion and assignment.	**3 hours**	Respondents will develop skills that will: a). enhance constant thinking, making connection and evaluation in listening b). improve their ability in note-taking.
	Day 8 (8th session)	a) Review of the 7th session b) Submission of assignment. c) Teach regular student-teacher interaction to pave way for clarification of academic issues, proper guidance and advise (teacher consultation) d) Conclusion and assignment.	**3 hours**	Respondents will: a).be encouraged to form the habit of consulting with their teachers for further clarifications and proper academic guidance, b).learn to be sensitive towards guarding against excessive teacher consultation, disturbances and counter-productive interaction.

Week 5	**Day 9 (9th session)**	a) Review of 8th session b) Submission of assignment c)Teach techniques for examination preparation (examination behaviour 1) (d) Conclusion and assignment.	**3 hours**	**Respondents will learn:** **a).the techniques that will enhance good performance during examination and also realize that examination is used to evaluate acquisition, retention and recall application of materials studied during instructional periods and** **b) to develop positive attitude to examinations.**
	Day 10 (10th session)	a) Review of 9th session b) Submission of assignment. c)Teach techniques for examination taking (examination behaviour 2) d) Conclusion and assignment.	**3 hours**	**a) Same as 9th Session.** **Respondents will also discuss different types of test anxiety learners experience during examinations and learn the techniques for overcoming the challenges.**
Week 6	**Day 11 (11th session)**	a) Review of 10th session b) Submission of assignment c)Teach organization of study period procedure d) Conclusion and assignment	**3 hours**	**Respondents will learn how to organize efficient and effective study procedure.**
	Day 12 (12th session)	a) Review of 11th session b) Submission of assignment c) Teach steps to effective management of study period procedure. d) Conclusion and assignment	**3 hours**	**Respondents will learn steps to effective management of study period procedure and to make good use of these steps.**
Week 7	**Day 13 (13th session)**	a) Review of 12th session b) Submission of assignment c)Sensitization on concentration during studies d) Conclusion and assignment	**3 hours**	**Respondents will:** **a).overcome attitudinal problems that connote persistent interrupted attention and inefficient study habits.**
	Day 14 (14th session)	a) Review of 13th session b) Submission of assignment c)Teach techniques for improving concentration, motivation and will-power d) Conclusion and assignment	**3 hours**	**Respondents will acquire techniques for improved concentration, motivation and will power that are essential for effective and efficient reading and studying.**
Week 8	**Day 15 (15th session)**	a) Review of the 14th session. b) Submission of assignment. c)Teach techniques for remembering effectively d) Conclusion and assignment	**3 hours**	**Respondents will learn the:** **a).3 stages required for remembering effectively (acquisition, retention and recall stages), and** **b).techniques that will aid remembering.**
	Day 16 (16th session)	a) Review of 14th session and all sessions. b) Submission of assignment c) Summary of all sessions d).Significance of exposure to treatment on their study pattern.(General discussions) e) Administration of SBI for post-test f) Closing of sessions.	**3 hours**	**At the end of the treatment, respondents are expected to:** **a).acquire improved behavioural patterns in the way they study.** **b).overcome to the barest minimum the challenges of defective study behaviours.** **c).fill questionnaire (SBI) to evaluate improvement on their defective study habits.**

APPENDIX Bvi

SBI Scoring Key

SECTION ONE: STUDY TIME DISTRIBUTION	YES	NO
1. Do you stick to the schedule of your time table?	1	2
2. Do you engage in fun-seeking activities at the expense of your studies?	2	1
3. Do you miss class activities because you feel that that you can always cover the missed lessons?	2	1
4. Do co-curriculum activities (e.g. sports-perfecting, labour etc) take so much of your time that you have insufficient time for studies?	1	2
5. Do you study less than two hours a day?	2	1
6. Do you spend too much time on the subjects you like and pay little or no attention to the difficult ones or the subjects you generally dislike?	1	2

SECTION TWO: READING AND NOTE-MAKING		
7. When you read, do you outline the salient points in the materials studied?	1	2
8. Do you find it difficult to identify the points in the materials you read?	2	1
9. As you study, do you evaluate what you are trying to learn by asking and answering questions?	1	2
10. Do you attempt to break a long reading assignment into small units	1	2
11. Do you make preliminary survey of your assignment before reading in detail?	1	2
12. Do you review and recite the outline you made from the material studied?	1	2
13. Do you have difficulty comprehending a reading material?	2	1
14. Do you pause during a reading session to remember what you have read?	1	2

SECTION THREE: LISTENING AND NOTE-TAKING		
15. When you know the subject to be taught in advance, do you preview or review related reading in order to recognize and organize main ideas and technical terms more easily?	1	2

16. Do you use a deep indentation to impress upon your mind the relation-ship between supporting ideas and organizing ideas?   1   2

17. When note-taking seems especially difficult, do you leave blank spaces at the end of each section on a page so that later you can write in clarifying or supplementary information?   1   2

18. Do you remember to use appropriate abbreviations and symbols during note-taking in the class?   1   2

19. During listening do you make notes as well as take notes?   1   2

SECTION FOUR: CLASS ASSIGNMENT

20. Do you abandon your class assignment because it is difficult or boring?   2   1

21. When you miss a class, do you make up the notes or the lesson immediately?   1   2

22. Do you do your assignment as soon as possible to avoid the piling up of your school work?   2   1

23. Do you wait and rush your assignment at the last minute?   2   1

24. Do you leave your home work for someone else to do for you because you think it is difficult or you have time to do it?   2   1

SECTION FIVE: CONCENTRATION

25. Do you concentrate on your work each time you are studying?   1   2

26. Are you easily distracted by outside noise when studying?   2   1

27. Do unrelated thoughts distract your attention while studying?   2   1

28. If your mind continually wanders when studying, do you analyze yourself to find out why?   1   2

SECTION SIX: EXAMINATION AND CLASS TESTS

29. Do you start studying only when it is a few weeks to the examination?   2   1

30. Do you consider eligibility and neatness of your written work while writing examination?   1   2

31. Do you have problem writing even the things you recall during examination?   2   1

32. Do you take time to plan and organize your points while writing examination?   1   2

34. While taking tests, do you outline the answers to essay question
before attempting to write them out?   1   2

35. Do you start well ahead of time to organize your studies and prepare
for examination?   1   2

36. Do you get confused during examination because you found out that
you were ill-prepared for the examination?   2   1

SECTION SEVEN: TEACHER CONSULTATION AND RELATIONSHIP

37. Do you conduct yourself in such a way as to enhance an appropriate
interpersonal relationship with your teacher and significant others in
your school environment?   1   2

38. Do you go to your teacher for explanation when you are unable to
understand a particular subject?   1   2

39. Do you study your to find out what exactly the teacher wants? 1   2

40. Do you feel shy and inadequate to meet your teacher for
explanation?   2   1

SECTION EIGHT: STUDY PROCEDURE AND ORGANIZATION

41. Do you study in one particular place that is quiet and well lit? 1   2

42. When you study, do you keep the top of your desk clear of
distracting cluster?   1   2

43. Do you take short rests during long study session?   1   2

44. Do you work to your maximum ability when you study?   1   2

45. When you study, do you start studying immediately you settle
down at your desk?   1   2

46. Do you keep your mind open to new ideas as you study?   1   2

47. Do you organize your work in such a way that all notes on one
Subject are together?   1   2

48. Do you apply everything you learn as early and as often as
possible?   1   2

49. Do you bring all study materials needed for a study session into
your study room before you start studying?   1   2

SECTION NINE: TEST ANXIETY

50. Do you get upset whenever the teacher announces that an examination would take place?   2   1

51. Do you get very worried when you observe that your neighbour has written more volumes than yourself in an examination?   2   1

52. Do you find yourself wishing you were out of school doing business or something else rather than going to face the examination?   2   1

53. After reading through the examination questions, do you panic and get confused if the questions are not familiar?   2   1

54. Do you consider yourself unnecessarily sensitive to noise and other distractions during examinations?   2   1

55. Do you get very worried if you feel that the time allowed for an examination is insufficient for you?   2   1

56. Do you find it easy maintaining your concentration while preparing for or taking examinations?   2   1

57. Do you frequently feel like going to ease yourself just before or during examinations?   2   1

58. Do you get very worried when you think you have done badly in an examination?   2   1

59. While preparing to write or after examinations, do you experience physical symptoms such as rapid heart rate, excessive perspiration, tense muscles, queasy stomach and nausea?   2   1

60. Do you get so tired worrying about examinations that you almost don't care how well you perform when the examination actually comes?   2   1

Source: Study Behaviour Inventory Manual (Ekennia, 1991: pp.30-37)

APPENDIX Bvii

Stanine Norms for the SBI

Stanine	1	2	3	4	5	6	7	8	9
1	0-4	0-6	0-2	0-2	0	0-6	0	0-7	0-9
2	5	7-8	3	3	1	7-8	1	8-10	10-11
3	6	9-10	4	4	2	9-10	2	10-12	12-13
4	7	11	5	5	3	11	3	13	14-16
5	8	12	6	6	4	12	4	14	17
6	9	13	7	7	5	13	5	15	18-19
7	10	14	8	8	6	14	6	16	20
8	11	15	9	9	7	15	7	17	21
9	12	16	10	10	8	16	8	18	22

Source: Study Behaviour Inventory Manual (Ekennia, 1991:29)

APPENDIX Bviii

SBI Table of Interpretation

SECTION	STANINE	REMARK
1 – 9	0 -2	Very Effective Study Practice
1 – 9	3 - 4	Good Study Practices
1 – 9	5 – 6	Moderate Study Practices
1 – 9	6 – 7	Defective Study Practices
1 – 9	8 – 9	Very Defective Study Behaviour

Source: Study Behaviour Inventory Manual (Ekennia 1991:20)

APPENDIX Bix

Percentage Distribution of Respondents by Variables (Personal Data of Population)

S/N	Personal Data	Items	No. of Respondents Control Group (74)	Experimental Group (120)	Total	% Total	Grand Total
1.	Age	a. Below 20 years	1	2	3	2	
		b. 20-30 years	28	51	79	41	
		c. 31-40 years	37	60	97	50	194
		d. 41-50 years	8	7	15	7	
		e. Above 50 years	-	-	-	-	
2.	Gender	a. Male	24	12	36	19	194
		b. Female	50	108	158	81	
3.	Present Occupation	a. Teaching	50	70	20	62	
		b. Other government employment	5	5	10	5	194
		c. Self employed	7	21	28	14	
		d. Unemployed	12	24	36	19	
4.	Type of School	a. Private	30	59	89	46	
		b. Public	23	11	34	17	194
		c. NR	21	50	71	37	
5.	Years of working experience	a. Under 5 years	34	56	90	46	
		b. 6-10 years	13	21	34	18	194
		c. 11-20 years	4	5	9	5	
		d. 21-35 years	1	-	1	1	
		e. NR	21	39	60	30	

APPENDIX Bx

Pie Chart Showing Distribution of Respondents by Variables (Personal Data of Population)

C(-) E(-) T(-)0%

C(8) E(7)T(15) 7%

C(1) E(2)T(3)2%

C(28)E(51)T(79) 41%

C(37) E(60)T(97) 50%

- Below 20 years
- 20-30 years
- 31-40 years
- 41-50 years
- Above 50 years

Distribution of Respondents by Age

C(24) E(12) T(36) 19%

C (50) E (108) T (158) 81%

- Male
- Female
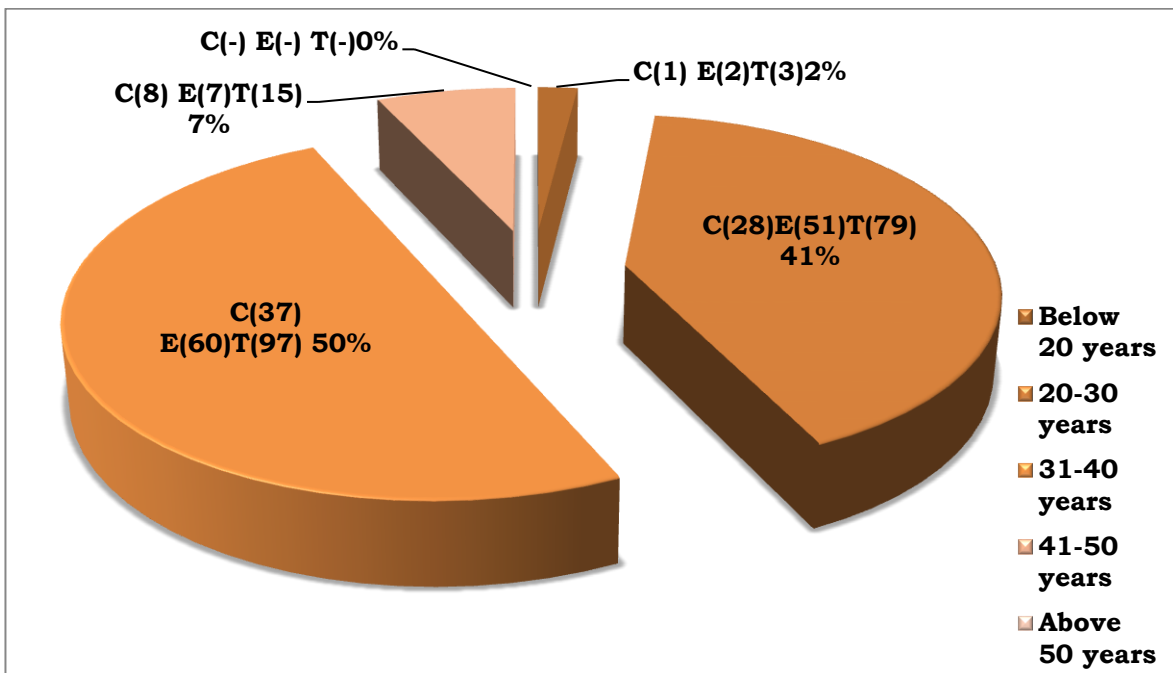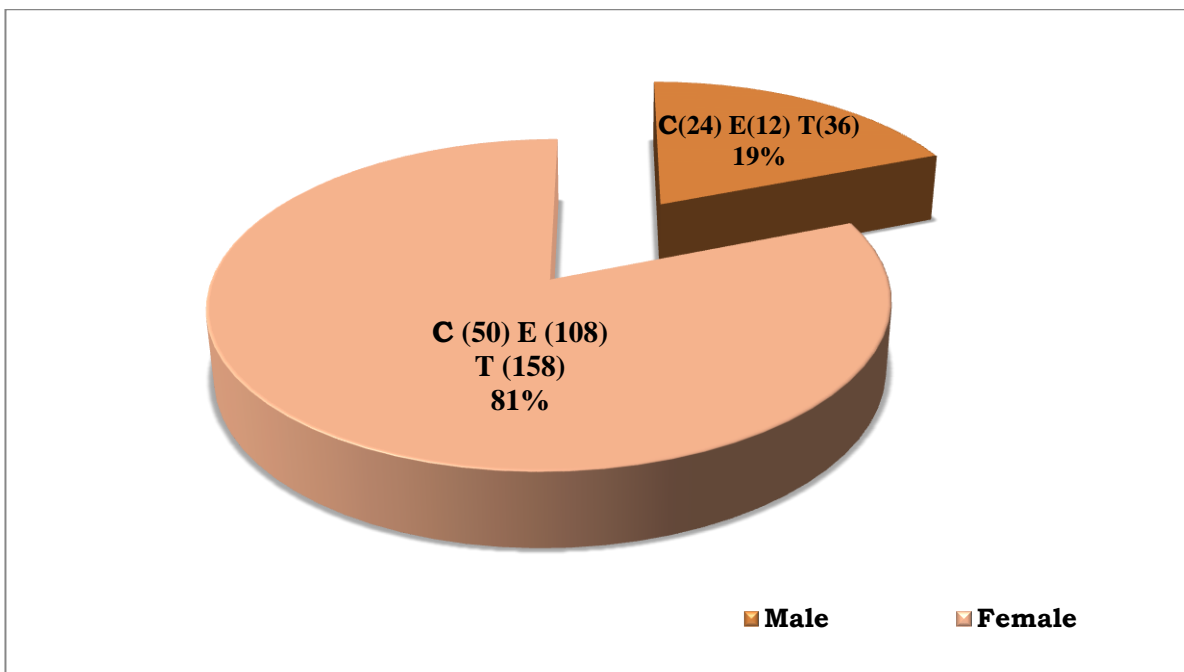
Distribution of Respondents by Gender

Key: C – Control group
  E – Experimental group
  T – Total

C (12) E (24) T (36)
19%

C(7) E(21) T(28)
14%

C(50) E(70)
T (120) 62%

C(5) E(5)T(10)
5%

■Teaching ■Other Govt. Employment ■Self Employed ■Unemployed
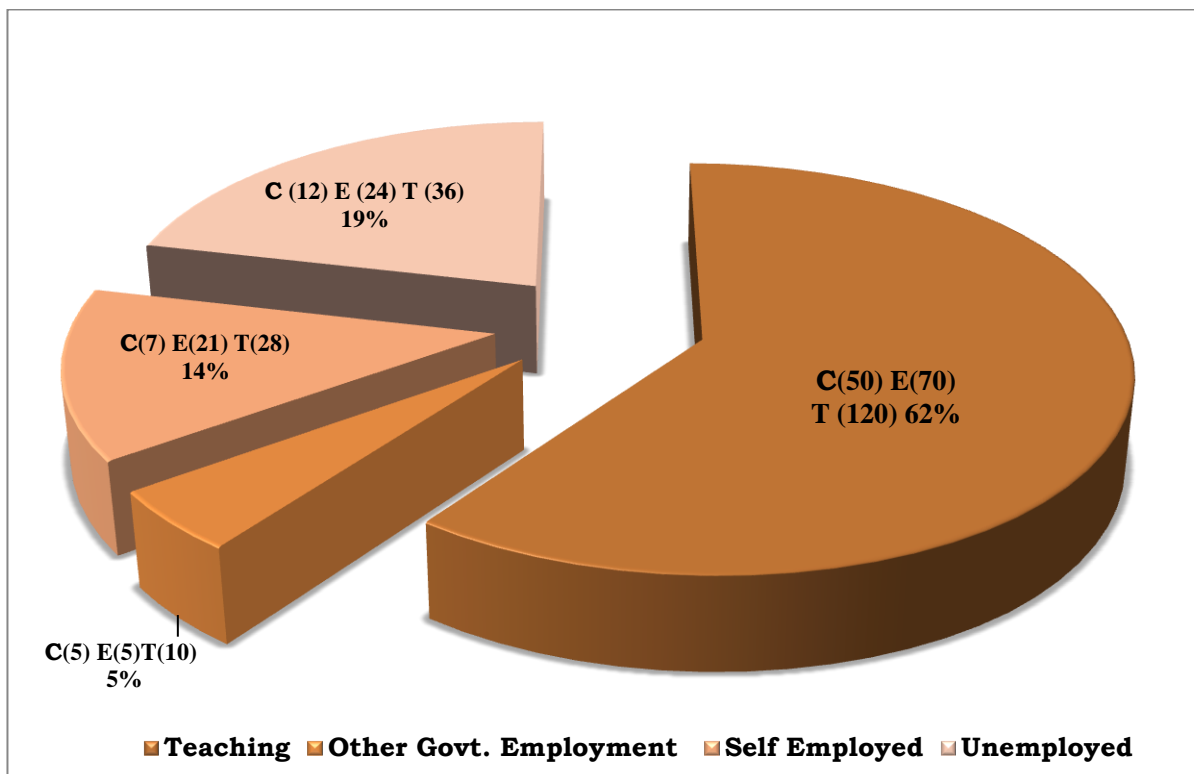
Distribution of Respondents by Present Occupation

C(21) E(50) T(71)
37%

C(30) E(59) T(89)
46%

C(23) E(11) T(34)
17%

■**Private**

■**Public**

■**NR**
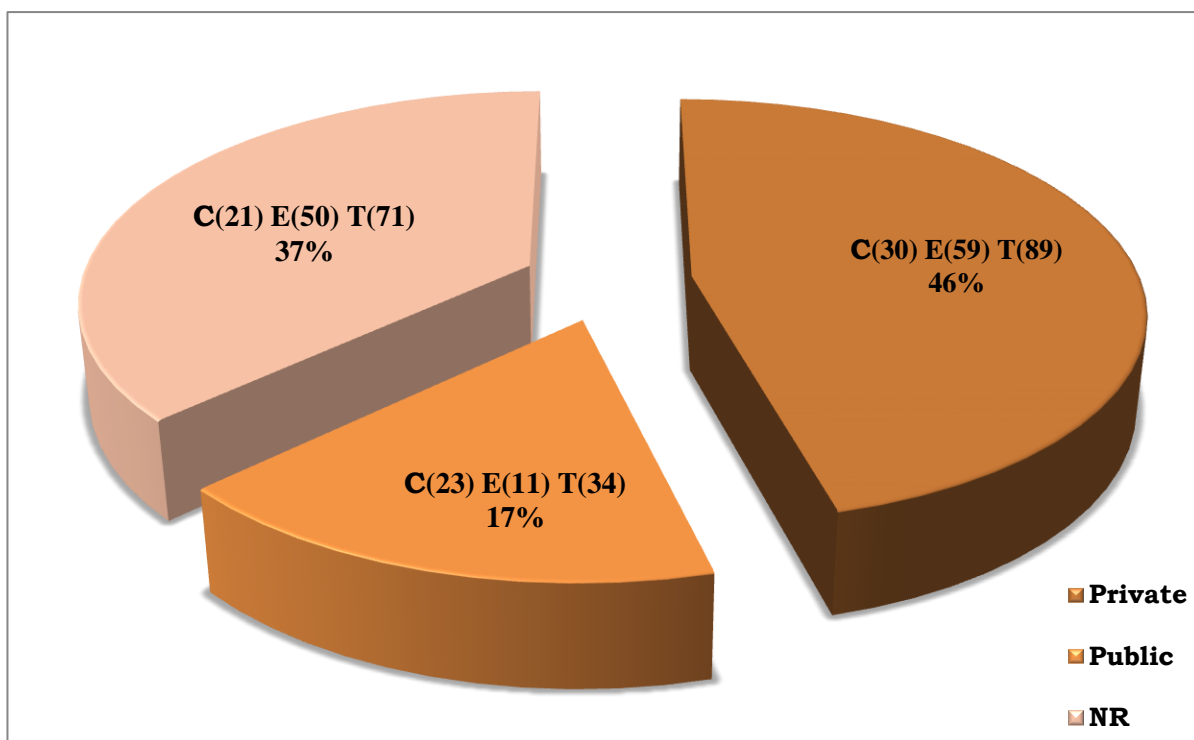
Distribution of Respondents by Type of School

Key: C – Control group
       E – Experimental group
       T – Total
       NR – No Response

C (34) E (56) T (90) 46%

C(21) E(39) T(60) 30%

C(13) E(21) T(34) 18%

C(4) E(5) T(9)5%

C(1) E(-) T(1) 1%

- Under 5 years
- 6-10 years
- 11-20 years
- 21-35 years
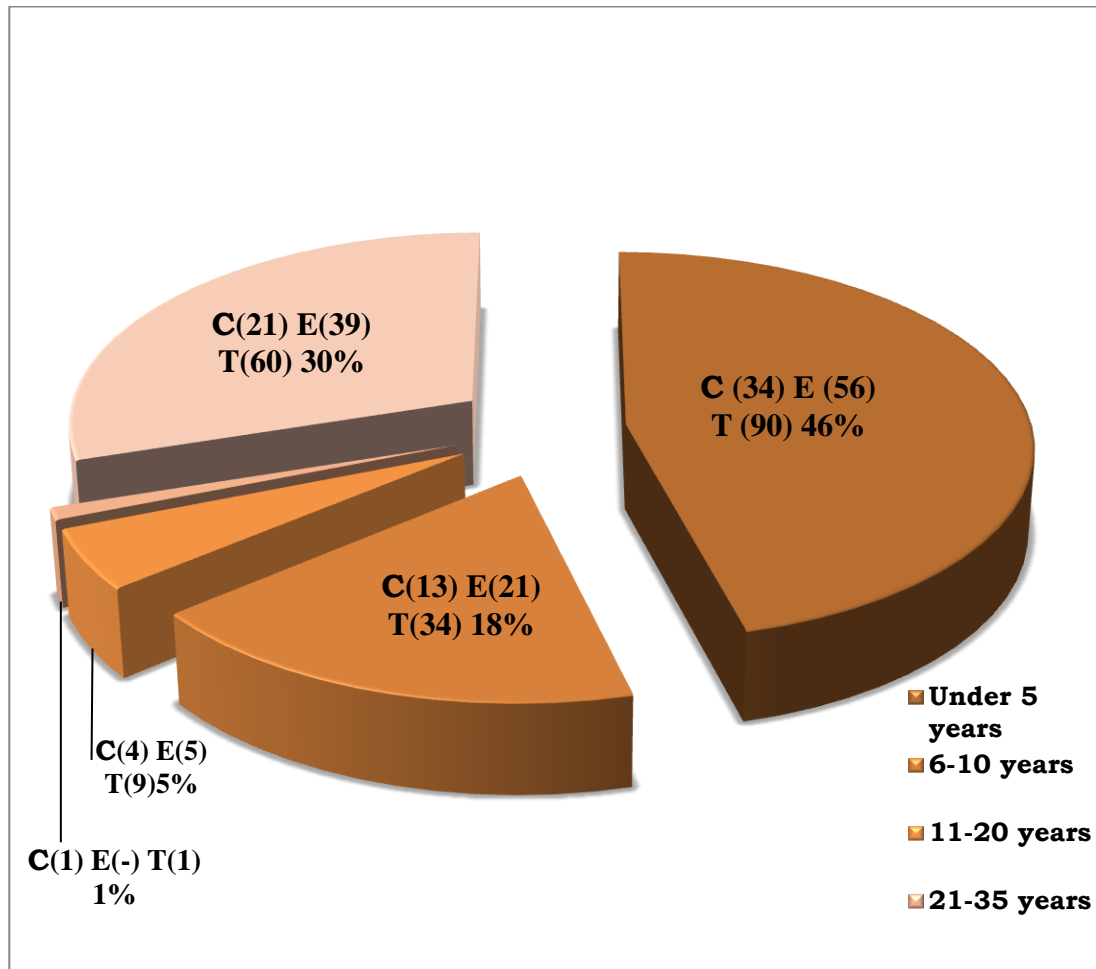
Distribution of Respondents by Years of Working Experience

Key: C – Control group
    E – Experimental group
    T – Total
    NR – No Response

APPENDIX Bxi
SBI Pre-Test and Post-Test Scores for Validity and Reliability Tests

	S/N	Group	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
PRE-TEST	1	1	1	1	1		1	1	1	1	1	1	1	1	1	1	2
	2	1	1	1	2	2	2	2	1	1	1	1	1	1	1	1	1
	3	1	2	1	2	1	2	2	1	2	1	2	2	1	2	1	1
	4	1	2	1	1	2	2	2	2	1	2	1	2	1	2	2	2
	5	1	1	1	1	1	2	2	1	1	1	1	1	1	1	2	2
	6	1	2	2	2	1	1	2	2	2	2	1	2	2	2	2	2
	7	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1
	8	1	1	2	1	2	1	1	1	1	1	1	2	2	1	1	1
	9	1	1	1	1	1	2	2	1	2	1	2	1	1	1	1	1
	10	1	1	2	1	1	1	2	1	1	1	1	1	2	2	1	1
	11	1	1	1	1	1	2	2	1	2	1	1	1	1	1	1	1
	12	1	2	2	1	1	2	2	1	1	1	1	1	1	1	1	2`
	13	1	1	1	1		2		1	1	1	1	2	2		1	2
	14	1	1	1	1	1	2	1	2	1	1	2	1	1	2	1	1
	15	1	2	1	1	1	2	2	2	2	2	2	1	2	2	2	2
	1	2	1	2	1	1	2	1	1	1	1	1	1	1	1	2	2
	2	2	1	2	1	1	2	1	1	1	1	1	1	1	1	1	2
	3	2						2	1	1	1				1	1	1
	4	2	1	2	2	1	2	2	1	2	1	1	1	1	2	1	1
	5	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	6	2	1	1	1	1	1	1	2			2	2			1	2
	7	2	2	2	1	1	1	1	1	1	1	1	2	1	2	1	2
	8	2	1	1	1	1	1	1	1	1	1	1	1	1	2	1	
	9	2	1	1	1	1	2	1	1	2	1	2	2	1	2	1	1
	10	2	1	1	1	1	1	1	1	1	1	1	1	1	2	1	2
	14	2	1	1	1	1	1	2	1	2	1	1	2	1	2	1	1
	15	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
POST-TEST	1	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	1
	2	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1
	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	5	1	1	1	1	1	2	2	1	1	1	1	1	1	1	2	2
	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	7	1	1	1	1	1	2	1	1	1	1	1	1	1	2	1	1
	8	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	1
	9	1	1	1	1	1	2	2	1	2	1	2	1	1	1	1	1
	10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	11	1	1	1	1	1	2	2	1	1	1	1	1	1	1	1	2
	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	13	1	1	1	1	1	2	1	1	1	1	1	2	2	1	1	1
	14	1	1	1	1	1	2	1	2	1	1	2	1	1	1	1	1
	15	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1
	1	2	1	2	1	1	1	1	1	1	1	1	1	1	2	2	2
	2	2	1	1	1	1	1	2	1	1	1	1	1	1	1	1	2
	3	2	1	1	2	1	1	1	2	1	1	1	1	1	1	1	1
	4	2	2	2	2	2	1	1	2	1	1	1	1	1	1	1	1
	5	2	1	2	1	1	2	1	1	1	1	1	1	1	2	1	1
	6	2	2	1	1	1	2	1	2	2	1	1	1	1	1	2	1
	7	2	2	1	2	2	1	1	2	2	1	2	1	2	1	1	2
	8	2	2	1	1	2	1	1	2	1	2	1	1	1	2	1	1
	9	2	2	1	1	1	1	1	2	2	1	1	1	1	2	1	1
	10	2	1	1	1	1	1	1	1	1	1	1	1	1	2	1	2
	11	2	1	1	2	1	1	1	2	2	1	2	1	1	1	2	1
	12	2	2	2	1	1	1	1	2	1	2	2	1	1	1	2	2
	13	2	2	2	2	2	1	1	2	1	1	1	1	1	1	1	1
	14	2	2	1	1	1	1	1	1	1	1	2	1	1	2	2	1
	15	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2

	S/N	Group	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30
PRE-TEST	1	1	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1
	2	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1
	3	1	2	2	1	2	1	1	1	1	2	1	2	2	1	1	1
	4	1	2	1	1	2	1	2	2	2	1	1	2	2	1	2	1
	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	6	1	2	1	2	1	2	1	2	2	2	2	1	2	1	2	2
	7	1	2	1	1	1	1	1	1	2	1	1	2	1	2	1	1
	8	1	1	1	1	1	1	1	1	2	1	1	2	2	1	1	1
	9	1	1	1	1	1	2	2	1	2	1	1	1	1	1	1	1
	10	1	1	1	1	1	1	1	1	2	1	1	2	2	2	1	1
	11	1	1	1	1	1	1	1	1	2	1	1	2	2	1	1	1
	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1
	13	1	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1
	14	1	1	1	2	1	1	1	1	1	1	1	2	2	2	2	1
	15	1	1	2	2	1	1	1	1	1	1	1	2	2	2	2	1
	1	2	1	1	2	2	1	1	1	1	1	1	1	2	1	1	1
	2	2	1	1	2	2	1	1	1	2	1	1	1	1	1	1	1
	3	2	2	1			1	2	2	2	1	1	1	1	1	1	2
	4	2	2	1	2	1	1	1	1	2	1	1	2	2	1	1	1
	5	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	6	2	1	1	2	2	1	1	1	1	1	1	1	1	1	1	1
	7	2	1	2	1	2	1	2	2	2	1	1	1	2	1	1	1
	8	2	1	1	1	1	1	1	1	1	1	2	2	1	2	1	1
	9	2	1	1	1	1	1	1	1	2	1	1	2	2	1	1	1
	10	2	2	2	2	1	1	1	1	1	1	1	2	1	1	1	1
	14	2	1	1	1	1	1	1	1	2	1	1	2	2	1	1	1
	15	2	2	2	1	2	1	1	1	1	1	1	2	2	1	1	1
POST-TEST	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	5	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1
	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1
	1	2	1	1	2	2	1	1	1	1	1	1	1	1	1	1	1
	2	2	1	1	2	2	1	2	1	1	1	1	1	1	1	1	1
	3	2	1	1	1	1	2	2	1	2	1	1	1	1	1	1	2
	4	2	2	1	1	1	1	1	1	1	1	2	1	1	2	2	1
	5	2	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1
	6	2	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1
	7	2	2	2	1	1	2	2	1	1	2	1	1	1	1	1	1
	8	2	1	1	1	1	1	1	2	1	1	2	2	2	1	2	1
	9	2	1	1	1	1	2	1	1	1	1	2	1	2	1	1	1
	10	2	2	1	2	2	1	1		2		2	1	1	1	2	
	11	2	2	1	1	1	1	1	1	1	2	1	1	1	1	2	1
	12	2	1	1	2	2	1	2	1	1	1	2	1	1	1	2	1
	13	2		1	1	1	1	1	1	1	1	2	1	2	1	1	1
	14	2	2	1	1	1	1	1	1	1	2	2	1	2	1	2	1
	15	2	2	1	2	1	1	1	1	1	2	2	1	2	1	1	1

QUESTIONS

Section	S/N	Group	Q31	Q32	Q33	Q34	Q35	Q36	Q37	Q38	Q39	Q40	Q41	Q42	Q43	Q44	Q45
PRE-TEST	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		2
	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	3	1	2	1	2	1	1	1	2	2	2	2	2	1	1	1	2
	4	1	1	2	1	2	1	2	1	2	1	2	1	1	1	1	2
	5	1	2	1	2	2	1	1	1	1	1	1	2	2	1	1	1
	6	1	2	2	2	1	2	2	1	1	1	1	1	1	1	1	2
	7	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	2
	8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2
	9	1	1	1	1	1	1	2	1	1	1	1	1	1	2	1	1
	10	1	2	1	2	1	1	2	2	1	1	2	1	1	1	1	2
	11	1	2	1	2	2	1	1	1	1	1	2	2	2	1	1	1
	12	1	1	1	2	1			1	2	1	2	1	1	1	1	1
	13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2
	14	1	1	1	2	1	2	2	2	1	1	2	1	1	1	1	2
	15	1	1	1	2	2	1	2	1	1	2	1	1	2	2	1	1
	1	2	1	1	1	1	1	1	2		1	1	1	1	1	2	2
	2	2	1	1	2	1	1	1	1	2	1	1	1	1	1	1	2
	3	2	1	1	1	2	1	1				1			2	1	
	4	2	1	1	2	1	1	2	1	1	1	2	1	1		1	1
	5	2	1	1	2	1	1	1	1	1	1	1	1	1	2	2	1
	6	2	1	2	1	1	1	1	1	1	1	1	1	1	1	2	1
	7	2	1	1	2	1	1	2	2	1	1	1	1	1	1	1	2
	8	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	9	2	2	1	2	2	1	2	1	1	1	2	1	1	1	1	1
	10	2	1	1	1		1	1	1	1	1	1	1	1	1	2	2
	14	2	2	1	2	1	1	2	1	1	1	2	1	1	1	2	1
	15	2	1	2	1	1	2	1	1	1	1	1	1	1	2	1	1
POST-TEST	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1
	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	4	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	5	1	2	1	2	2	1	1	1	1	1	2	2	2	1	1	1
	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2
	8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2
	9	1	1	1	1	1	1	2	1	1	1	1	1	1	2	1	1
	10	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	2
	11	1	2	1	2	2	1	1	1	1	1	1	2	1	1	1	1
	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	13	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	2
	14	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1
	15	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1
	1	2	1	2	1	1	1	1	1	1	1	1	1	1	1	2	2
	2	2	1	1	1	2	1	1	2	1	1	1	1	1	2	1	1
	3	2	1	2	1	2	2	1	1	1	1	1	1	1	1	1	2
	4	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	5	2	1	1	2	1	1	1	1	1	2	1	1	1	1	1	1
	6	2	2	1	1	1	2	2	1	1	1	1	1	1	1	2	1
	7	2	2	1	2	1	2	2	1	2	1	1	2	2	1	2	1
	8	2	2	2	1	1	1	1	1	2	1	1	1	2	1	2	1
	9	2	2		2	2	2	2	1	1	1	2	1	1	1	1	1
	10	2	2		1		1	1	1	1	1	1	1	1	1	1	1
	11	2	1	1	2	1	2	2	1	1	1	2	2	1	1	2	1
	12	2	1	2	1	2	2	2	1	2	1	1	2	1	1	2	2
	13	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	14	2	2	1	1	1	2	2	1	1	1	1	2	1	1	1	1
	15	2	1	1	2	1	1	1	1	1	1	1	1	1	1	2	1

	S/N	Group	Q46	Q47	Q48	Q49	Q50	Q51	Q52	Q53	Q54	Q55	Q56	Q57	Q58	Q59	Q60
PRE-TEST	1	1	1	1	1		1	1	1	1	1	1	2	1	2	1	1
	2	1	1	1	1	1	1	2	1	1	2	1	1	1	2	1	1
	3	1	1	1	1	1	1	2	1	2	1	2	2	2		1	1
	4	1	1	1	1	1	1	2	2	2	1	2	2	2	2	1	2
	5	1	1	1	1	1	2	2	2	2	2	2	2	1	2	1	2
	6	1	1	1	1	2	1	1	1	1	1	2	2	2	1	1	2
	7	1	1	1	1	1	1	1	1	1	2	1	2	1	2	1	2
	8	1	1	1	1	1	1	1	1	1	2	2	2	1	2	1	1
	9	1	1	1	1	1	2	2	1	2	1	1	2	1	2	2	2
	10	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	1
	11	1	1	1	1	1	1	2	2	2	2	2	2	1	2	2	2
	12	1	2	1	1	1	1	2	1	2	1	2	2	2	2	2	1
	13	1	1	1	1	1	1	1	1	1	1	1	2	2	2	1	1
	14	1	1	1	1	1	2	2	1	2	2	2	2	2	2	2	2
	15	1	1	1	1	1	1	1	1	2	2	2	2	1	2	2	1
	1	2	1	1	1	1	1	1	1	2	1	1	1	1	2	1	1
	2	2	1	1	2	1	1	2	1	2	2	1	2	1	2	1	1
	3	2	1		2			1	1	2	2	2	2	2	2	1	2
	4	2	1	1	1	1	1	1	2	1	1	2	2	1	2	2	2
	5	2	2	1	1	1	1	2	2	2	2	2	2	2	2	1	2
	6	2	1	1	1	1	2	2	2	2	1	2	2	2	2	2	1
	7	2	1	1	1	1	2	1	1	2	2	2	2	1	1	1	2
	8	2	1	1	1	1	1	1	1	1	1	2	1	2	2	1	2
	9	2	1	1	1	1	2	2	2	2	2	1	2	1	2	2	2
	10	2	1	1	1	1	2	2	2	2	2	2	2	2	2	1	1
	14	2	1	1	2	1	1	1	2	1	1	2	1	1	2	2	2
	15	2	1	2	2	1	1	1	1	1	1	1	2	1	2	2	2
POST-TEST	1	1	1	1	1	1	1	1	1	1	1	1	2	1	2	1	1
	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	3	1	1	1	1	1	1	1	1	1	1		1	1	1	1	1
	4	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1
	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	7	1	1	1	1	1	1	1	1	1	2	1	2	1	2	1	2
	8	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1
	9	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1
	10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	11	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1
	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	13	1	1	1	1	1	1	1	1	1	1	1	2	2	2	1	1
	14	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1
	15	1	1	1	1	1	1	1	1	1	1	2	2	1	2	1	1
	1	2	1	1	1	1	1	1	1	2	1	1	1	1	2	1	1
	2	2	1	2	1	1	1	2	1	1	1	2	2	1	2	2	1
	3	2	1	2	2	1	1	2	1	1	1	2	2	1	2	2	2
	4	2		1		2	1	1	2	2	1	1	1	1	1	2	1
	5	2	1	1	1	1	1	1	2	1	2	2	2	1	2	2	2
	6	2	1	1	1	2	2	2	2	2	1	2	2	2	2	2	1
	7	2	2	1	2	1	2	2	2	2	1	2	2	2	1	2	1
	8	2	2	2	2	1	1	1	1	1	1	1	1	2	1	2	1
	9	2	1	1	1	1	2	2	2	2	1	2	2	2	2	2	1
	10	2	2	1	1	1	1	2	2	2	2	2	2	2	2	2	1
	11	2	1	2	2	1	2	2	2	2	2	2	2	2	2	2	1
	12	2	2	1	2	2	2	1	2	2	1	2	2	1	1	2	2
	13	2	1	1	1		2	2	1	2	2	2	2	2	2	2	1
	14	2	2	2	1	1	2	1	1	1	1	2	2	2	1	2	1
	15	2	2	1	1	1	1	1	1	1	1	2	2	2	1	2	1

KEY

<u>CODES</u>

S/No.:   Number of Respondents per Group
GROUP: 1   Experimental
GROUP: 2   Control
Q: Question

APPENDIX Bxii

**Bar Chart Showing General Study Behaviours of NTI NCE Distance Learners**

Defective Study Practice   Effective Study Practice

Legend:
- CON(D:68)(E:18)
- TCR(D:21)(E:65)
- LNT(D:13)(E:73)
- STD(D:9)(E:77)
- TA(D:6)(E:80)
- RNM(D:3)(E:83)
- CA(D:3)(E:83)
- SPO(D:1)(E:85)
- SPO(D:0)(E:86)
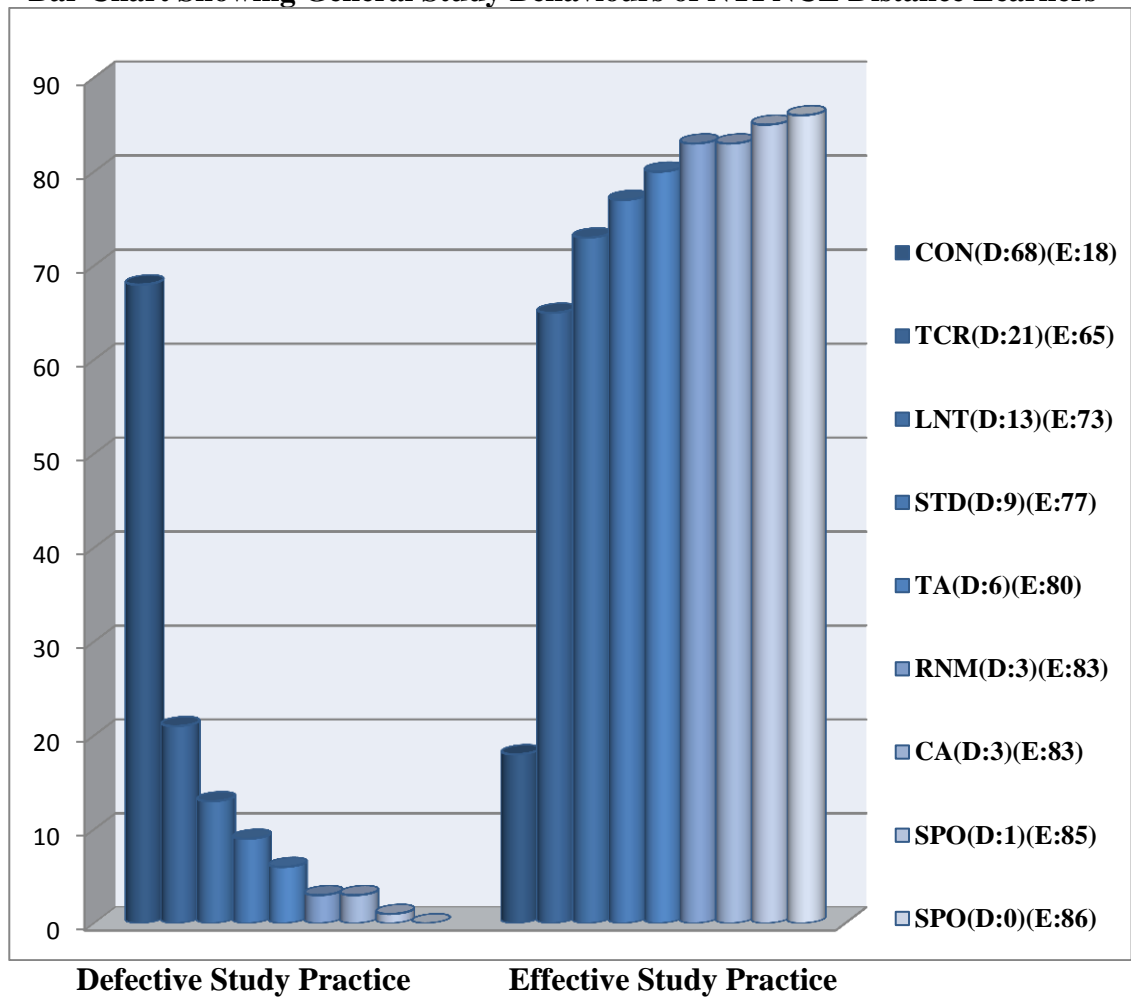
Graphical Illustrations on the Study behaviours of NTI NCE Distance Learners. (Research Question One)

Key: D -   Defective Study Practice

**   E -   Effective Study Practice**

APPENDIX Bxiii

Bar Chart Showing Defective Study Behaviours of NTI NCE Distance Learners
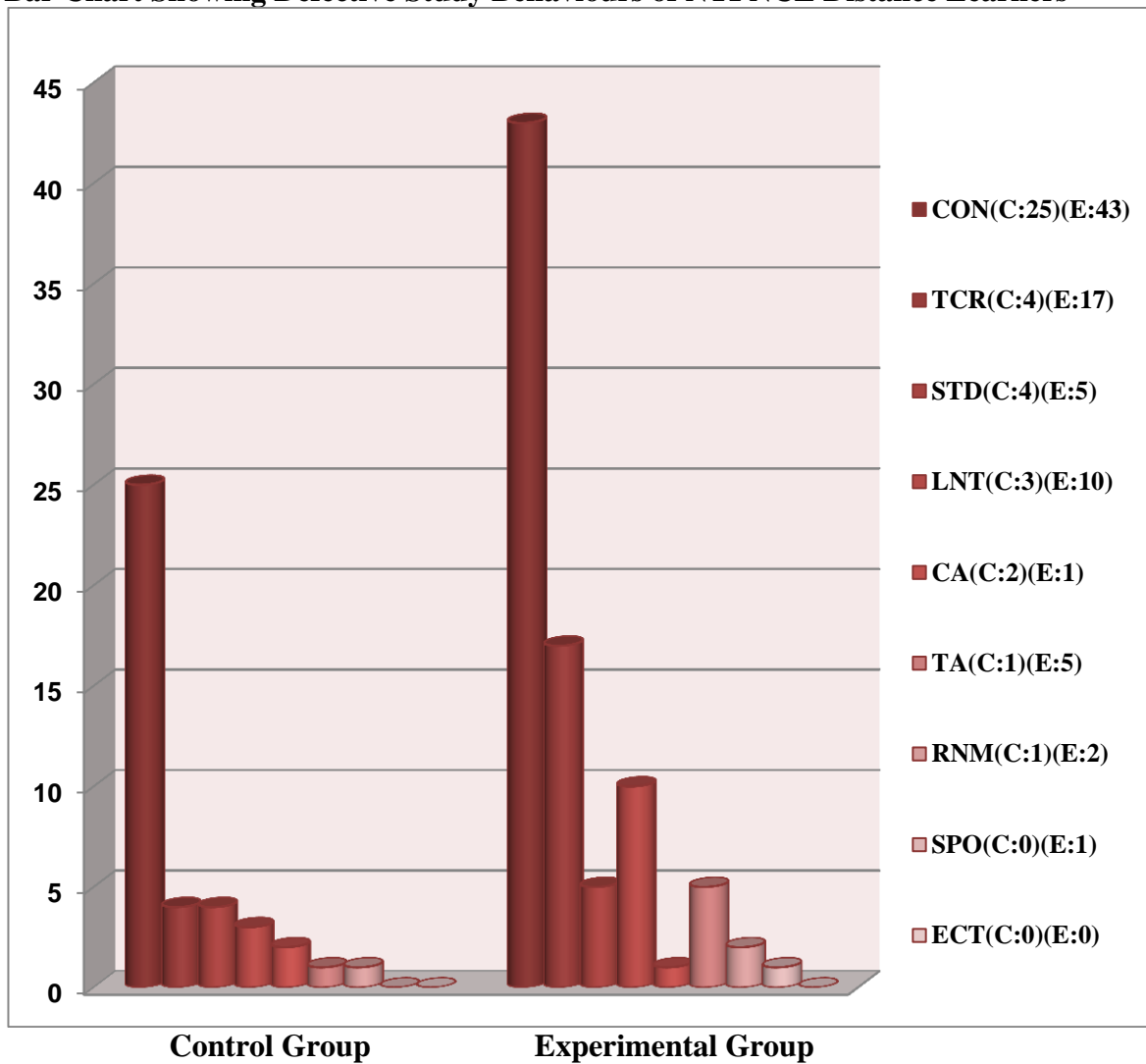
Graphical Illustrations on Defective Study behaviours of NTI NCE Distance Learners. (Research Question Two)

    Key: **C -**   Control Group

               E -   Experimental Group

APPENDIX Bxiv

Study Habit Scores per Section per Respondent for Pre-Test, Post-Test and Follow-Up

Assessment for Control and Experimental Groups

S/N	Section 1: STD (Study Time Distribution)						Section 2: RNM (Reading and Note-Making)						Section 3: LNT (Listening and Note-Taking)					
	Pre Test		Post Test		Follow Up		Pre Test		Post Test		Follow Up		Pre Test		Post Test		Follow Up	
	Control (Defective Scores)	Experimental (Defective Scores)	Control (Without Treatment)	Experimental (Treatment)	Control	Experimental	Control (Defective Scores)	Experimental (Defective Scores)	Control (Without Treatment)	Experimental (Treatment)	Control	Experimental	Control (Defective Scores)	Experimental (Defective Scores)	Control (Without Treatment)	Experimental (Treatment)	Control	Experimental
1	7	10	6	6	7	8	14	9	8	8	8	8	3	6	5	6	7	6
2	8	7	6	7	9	6	8	8	8	8	10	8	2	8	5	5	5	5
3	8	7	5	7	9	9	8	9	9	9	10	8	5	8	5	5	5	5
4	7	7	8	6	7	8	11	14	10	10	9	10	5	8	6	6	8	7
5	8	9	9	8	8	6	9	12	9	9	8	8	5	7	6	5	8	5
6	7	6	6	7	7	6	9	10	8	8	10	8	5	5	5	5	5	5
7	8	6	6	8	8	7	11	9	8	8	12	9	7	6	5	6	3	6
8	8	7	6	7	9	7	8	8	8	9	11	9	6	2	5	5	3	5
9	7	9	6	8	7	8	10	10	8	8	11	8	7	5	5	2	7	5
10	8	8	6	6	11	6	8	9	8	8	12	10	5	6	5	5	7	5
11	8	6	6	7	11	6	10	8	8	8	12	8	6	5	5	6	8	5
12	8	7	8	7	11	8	8	10	8	9	12	8	5	5	6	5	8	6
13	7	6	7	7	11	7	11	9	8	9	12	8	5	6	6	5	8	5
14	8	9	8	7	9	7	8	9	11	9	15	8	5	7	5	5	10	5
15	8	7	7	6	9	7	8	9	9	8	15	8	5	6	5	6	10	7

S/N	Section 1: STD (Study Time Distribution)						Section 2: RNM (Reading and Note-Making)						Section 3: LNT (Listening and Note-Taking)					
	Pre Test		Post Test		Follow Up		Pre Test		Post Test		Follow Up		Pre Test		Post Test		Follow Up	
	Control (Defective Scores)	Experimental (Defective Scores)	Control (Without Treatment)	Experimental (Treatment)	Control	Experimental	Control (Defective Scores)	Experimental (Defective Scores)	Control (Without Treatment)	Experimental (Treatment)	Control	Experimental	Control (Defective Scores)	Experimental (Defective Scores)	Control (Without Treatment)	Experimental (Treatment)	Control	Experimental
16	9	6	9	7	8	6	8	12	10	9	9	8	5	5	6	5	9	5
17	8	7	9	7	5	6	8	9	9	9	9	10	5	6	5	6	8	5
18	8	7	6	6	10	6	8	8	7	8	8	8	2	5	5	5	8	5
19	8	6	6	9	10	6	8	9	8	9	8	8	5	6	5	5	9	5
20	9	8	6	6	8	6	8	8	8	8	10	9	5	7	5	5	8	5
21	8	8	6	7	10	6	8	9	8	8	12	8	5	7	5	5	6	5
22	8	9	9	7	10	8	8	10	11	9	9	8	9	5	6	6	5	5
23	7	7	6	8	7	9	10	9	9	8	8	11	9	5	5	6	5	6
24	6	7	6	6	11	6	12	8	10	8	9	8	5	5	5	5	5	5
25	9	8	6	6	10	6	8	8	8	8	10	10	7	8	8	5	5	5
26	10	9	9	7	10	6	9	13	10	9	8	8	5	8	6	6	5	6
27	10	9	9	7	9	7	11	9	10	8	10	10	6	8	6	6	5	6
28	11	7	6	7	8	6	11	8	8	8	11	8	8	5	5	5	5	5
29	10	9	9	7	9	11	12	0	10	8	7	11	6	2	6	5	6	6
30	9	10	7	7	8	6	11	7	9	8	13	8	7	8	5	5	7	5

	Section 1: STD (Study Time Distribution)						Section 2: RNM (Reading and Note-Making)						Section 3: LNT (Listening and Note-Taking)					
	Pre Test		Post Test		Follow Up		Pre Test		Post Test		Follow Up		Pre Test		Post Test		Follow Up	
S / N	Control (Defective Scores)	Experimental (Defective Scores)	Control (Without Treatment)	Experimental (Treatment)	Control	Experimental	Control (Defective Scores)	Experimental (Defective Scores)	Control (Without Treatment)	Experimental (Treatment)	Control	Experimental	Control (Defective Scores)	Experimental (Defective Scores)	Control (Without Treatment)	Experimental (Treatment)	Control	Experimental
31		6		6		7		9		8		8		7		5		5
32		7		8		6		9		11		8		6		5		5
33		8		7		7		10		8		8		4		6		5
34		9		7		6		10		8		10		5		5		5
35		8		7		7		9		9		8		5		7		5

	Section 4: CA (Class Assignment)						Section 5: CON (Concentration)						Section 6: ECT (Examination and Class Test)					
	Pre Test		Post Test		Follow Up		Pre Test		Post Test		Follow Up		Pre Test		Post Test		Follow Up	
S / N	Control (Defective Scores)	Experimental (Defective Scores)	Control (Without Treatment)	Experimental (Treatment)	Control	Experimental	Control (Defective Scores)	Experimental (Defective Scores)	Control (Without Treatment)	Experimental (Treatment)	Control	Experimental	Control (Defective Scores)	Experimental (Defective Scores)	Control (Without Treatment)	Experimental (Treatment)	Control	Experimental
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14	12	6	5	5	9	5	6	6	7	4	8	5	8	10	10	9	14	9
15	5	5	5	5	8	5	7	6	4	4	6	4	11	10	9	8	15	9

S / N	Section 4: CA (Class Assignment)						Section 5: CON (Concentration)						Section 6: ECT (Examination and Class Test)					
	Pre Test		Post Test		Follow Up		Pre Test		Post Test		Follow Up		Pre Test		Post Test		Follow Up	
	Control (Defective Scores)	Experimental (Defective Scores)	Control (Without Treatment)	Experimental (Treatment)	Control	Experimental	Control (Defective Scores)	Experimental (Defective Scores)	Control (Without Treatment)	Experimental (Treatment)	Control	Experimental	Control (Defective Scores)	Experimental (Defective Scores)	Control (Without Treatment)	Experimental (Treatment)	Control	Experimental
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30	5	5	5	5	5	5	7	8	6	5	7	4	12	8	8	12	11	10

S / N	Section 4: CA (Class Assignment)						Section 5: CON (Concentration)						Section 6: ECT (Examination and Class Test)					
	Pre Test		Post Test		Follow Up		Pre Test		Post Test		Follow Up		Pre Test		Post Test		Follow Up	
	Control (Defective Scores)	Experimental (Defective Scores)	Control (Without Treatment)	Experimental (Treatment)	Control	Experimental	Control (Defective Scores)	Experimental (Defective Scores)	Control (Without Treatment)	Experimental (Treatment)	Control	Experimental	Control (Defective Scores)	Experimental (Defective Scores)	Control (Without Treatment)	Experimental (Treatment)	Control	Experimental
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32		5		5		5		7		7		5		11		10		8
33		5		5		5		5		4		5		12		9		9
34		6		5		5		7		5		4		11		8		9
35		6		6		5		6		5		5		10		12		8

S/N	Section 7: TCR (Teacher Consultation and Relationship)						Section 8: SPO (Study Procedure Organization)						Section 9: TA (Test Anxiety)					
	Pre Test		Post Test		Follow Up		Pre Test		Post Test		Follow Up		Pre Test		Post Test		Follow Up	
	Control (Defective Scores)	Experimental (Defective Scores)	Control (Without Treatment)	Experimental (Treatment)	Control	Experimental	Control (Defective Scores)	Experimental (Defective Scores)	Control (Without Treatment)	Experimental (Treatment)	Control	Experimental	Control (Defective Scores)	Experimental (Defective Scores)	Control (Without Treatment)	Experimental (Treatment)	Control	Experimental
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	Section 7: TCR (Teacher Consultation and Relationship)						Section 8: SPO (Study Procedure Organization)						Section 9: TA (Test Anxiety)					
	Pre Test		Post Test		Follow Up		Pre Test		Post Test		Follow Up		Pre Test		Post Test		Follow Up	
S/N	Control (Defective Scores)	Experimental (Defective Scores)	Control (Without Treatment)	Experimental (Treatment)	Control	Experimental	Control (Defective Scores)	Experimental (Defective Scores)	Control (Without Treatment)	Experimental (Treatment)	Control	Experimental	Control (Defective Scores)	Experimental (Defective Scores)	Control (Without Treatment)	Experimental (Treatment)	Control	Experimental
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S/N	Section 7: TCR (Teacher Consultation and Relationship)						Section 8: SPO (Study Procedure Organization)						Section 9: TA (Test Anxiety)					
	Pre Test		Post Test		Follow Up		Pre Test		Post Test		Follow Up		Pre Test		Post Test		Follow Up	
	Control (Defective Scores)	Experimental (Defective Scores)	Control (Without Treatment)	Experimental (Treatment)	Control	Experimental	Control (Defective Scores)	Experimental (Defective Scores)	Control (Without Treatment)	Experimental (Treatment)	Control	Experimental	Control (Defective Scores)	Experimental (Defective Scores)	Control (Without Treatment)	Experimental (Treatment)	Control	Experimental
31		7		4		4		18		9		10		12		17		16
32		8		4		4		13		9		9		21		18		16
33		3		4		4		9		9		11		21		11		12
34		6		4		4		10		9		10		20		13		14
35		5		7		4		12		9		9		20		13		12

APPENDIX Bxv

TREATMENT SESSIONS (ESHS)

1st Session

1.0. STUDY BEHAVIOURS OF DISTANCE LEARNERS

Some learners are prone to having some certain problems when they read and when they study. Some of these problems are:

Learners:

i). easily doze off while some sleep away shortly after beginning to read or study;

ii). minds may start straying away while they stare at the pages;

iii). may start studying or reading, but one hour later, they are still only two pages away;

iv). may have read ten pages of an assignment, yet, they are still not able to jot down any point on their own;

v). experience inability to get an essay started or not knowing what opening statement they need to begin with while some experience:

a). inability to concentrate;

b). persistent failure to retain what they have read, or have been reading, over and over for hours;

c). difficulties with working out a problem in a systematic and logical manner;

d). problems with time management as they read or study;

e). have difficulties getting over procrastination or have problems of seeing a task to the end;

f). have the problems of keeping themselves up and maintaining their morale and motivation as they read and study.

2nd Session:

2.0) EFFECTS OF POOR STUDY BEHAVIOURS ON DISTANCE LEARNERS

Bad or poor study behaviours have adverse effects on learners' academic achievements. Some of these adverse effects include the following:

a). little or no understanding of what is being studied.

b). lack of recall of materials read.

c). non-coverage of what should have been covered.

d). total loss of interest.

e). complete tiredness.

f). loss of time.

g). failure, etc.

Ponder on the causes and effects of poor study behaviours. Suggest possible ways of solving these problems.

3rd Session:

3.0) HOW TO MAKE SCHEDULE (PERSONAL TIME TABLE) AND BUDGET FOR TIME.

Most cases of poor academic performance may be traced to inability to budget and manage available time very well which leads to poor execution of study programmes.

The following steps should be taken for making schedule and time budgeting (personal time-table):

a) Get a record book and personal calendar.

b) Look at your everyday activities and note the convenient hours in which there will be no interference.

c). Calculate these hours as number of hours available for your study from Sunday to Saturday. Furthermore, calculate the time intervals for your usual Saturday and Sunday activities, then, fix your time.

d). Bear in mind the number of hours available and the length of time you can study a subject at a stretch.

e). List your courses in order of difficulty/importance and allot more time to the more difficult ones. For example:

- PES (modules 1-3), English (modules 1-3), Education (modules 1-3), etc
- Study time available from Sunday-Saturday=17 hours

f). Budget your study time per week (Sunday-Saturday) by considering how much time the activity will take. For example:

Courses	Modules	Time Allowed
• PES	1	2 hours
	2	2 hours
	3	1 hour
• English	1	2 hours
	2	2 hours
	3	2 hours
• Education	1	2 hours
	2	2 hours
	3	2 hours

(Ask yourself if this time budget will enhance your academic performance or if it will have adverse effect on your personal time)

g). If you discover that the study tasks cannot fit into the time available, you can postpone the study until a different day or weekend but you must note in your record book when you plan to do it.

IT IS ADVISABLE TO ACCOMPLISH THIS TASK AT THE NEAREST AVAILABLE TIME!!!

h). Analyze your day-to-day activities to prove if you have been engaged in self-defeating or gainful activities.

Always remember that no matter the circumstances, there will always be sufficient study time for anyone who really wants to study!!!

3.1) ADULT LEARNING STYLES

Now that you have budgeted time for yourself, it is important that you know the group of learners you belong to help you meet up with your budget.

WHICH GROUP DO I BELONG TO?

- **Learning style is an individual's characteristics methods of responding to and processing learning events as he or she experiences.** People have different styles of thinking and different methods of representing information.
- The word style is used in common language to describe differences between people. **Style is thus a set of individual qualities, activities and behaviour that are maintained over a long period of time.**
- Learning style is different from intelligence, ability and personality and it comprises both cognitive (reasoning, intellectual) styles and learning/teaching strategies.
- It is therefore a special style having to do with the inbuilt habits to organizing and representing information.

Individuals exhibit preference for certain learning behaviours. These preferences can be grouped into four distinct styles which include the following: **Convergers; Divergers; Assimilators; Accommodators.**

a). Convergers. **These set of Learners:**
- acquire knowledge by thinking/analyzing and then practically applying the new ideas and/or concepts. **The ability to practically apply ideas is this learners' greatest strength.**
- organize information through hypothetical (theoretical) deductive reasoning. They also think rationally (wisely) and concretely (accurately) while remaining unemotional (showing little or no feeling).

b). Divergers. These Learners:
- Acquire knowledge through intuition (insight).
- Draw upon their imaginative (creative) aptitude and ability to view complex situations from many perspective.
- **Imaginative ability is their greatest strength.**
- Possess the ability to effectively integrate (put together) information into meaningful wholes.

c). Assimilators. These learners:
- Learn by thinking and analyzing (examine, consider), then, planning and affecting.
- Do not emphasize practical application; rather, they focus on the development of theories and often discard (get rid of) facts if they do not fit the theory.
- **The ability to create theoretical models (representation, example) and reason inductively (process of ideas) is the assimilators' greatest strength.**

d). Accommodators: **These learners:**
- Unlike the assimilators, discard theory if the facts do not fit.
- Excel in situations where they must apply theories to specific circumstances.
- **Greatest strength however, is their ability to getting things done and becoming fully involved in new experiences**.
- Approach problems in an intuitive (sensitive), trial-and-error manner, and

- They obtain information from other people rather than through their own analytical (methodical) abilities.

You can now ask yourself this question, "Can I learn better now that I know the type of a learner I am and the time that I have budgeted for myself?"
YOU CAN, IF YOU WILL!!!!

4ᵗʰ Session

4.0) TIME MANAGEMENT
A). What Is Time Management?
- Time management is self-management. It is interesting to note that we can only manage ourselves and our use of time because time is uncontrollable.
- As distance learners, time is very crucial. There are work places to go, families to attend to with social and religious obligations. The pressure of having a family, a job and going to school can really have serious effects on you as distance learners if time is not managed well.
  (For example, there is only 24 hours in a day and lectures/tutorials must be attended, course materials must be studied, assignments must be done and radio/television broadcasts must also be listened to/watched).

- Every student is expected to properly use his or her time because there are common time wasters referred to as *"Time Stealers"* (such as too much sleeping, playing or eating, interruptions from telephone calls/visitors, meetings, delegated tasks, procrastination/indecision, acting with incomplete information, crisis management, unclear objectives and priorities, lack of planning, stress/fatigue, inability to say "No" and personal disorganizations).

B). Strategies for Time Management
As distance learners, you must:
i). **Keep Your Priorities in Mind.** Whatever the situation, education counts because it will improve lives and works.

ii). **Realize the Limitations that Work Imposes on Study Time** because you must make ends meet, pay fees and cater for families.

iii). **Learn How to Give Up Wasting Time and Learn to View Time as a Gift** so as to use it well. Once time is wasted, it cannot be retrieved again!

iv). **Learn the Importance of Time in Your Studies and Personal Lives.** Spending too much time on less important matters, which do not make up priority list, is detrimental to successful and effective use of time.

v). **Learn How to Schedule Time.** The "How To" steps for this include:-

  a) Listing goals One by One Each Day, Each Hour. This will help to strive towards achieving goals and spending time effectively.

b) **Knowing and Setting Priorities.** The most important things, especially the ones related to course of study must be identified and listed as priorities for the day. There should be no rest until these things have been done.

c) **Making a Daily "To–Do" List, Starting with Top Priorities.** Start the day with this list by indicating the time and each should be ticked when accomplished.

Taking a decision on what to do at the moment, what to schedule for later, what to get someone else to do and what to put off for a later time period can also help a lot. Below is an example of "to-do" list:

A DAILY "TO-DO" LIST

S/N	Days	Items	Time	Remarks

d) **Dealing with Procrastination.** This is the habit of putting off till the next time what ought to be done now. Every human being tries to procrastinate at one time or the other. The time one ought to spend doing a particular assignment or project might probably have been wasted away doing nothing concrete. As distance learners, you must deal with procrastination so that it will not deal with you in an unforgettable manner!!!

e) **Analyzing the Use of Time so that Time will not be wasted on things that are not urgent in the Development of Oneself and Career.** Distance learners are also advised to constantly ask themselves, *"what is the most important use of my time right now?"* to help them focus on "important tasks" and stop reacting to tasks which seem urgent (or pleasant to do) but carry no importance towards their goals.

f) **Having a Plan to Achieve Goals.** Most people know what they want but have no plan to achieve it. Distance learners are therefore advised to have a yearly plan which should be reviewed daily and as achievements are met. In fact, successful people make lists constantly to enable them stay on top of priorities. Below is an example of yearly plan:

A YEARLY PLAN

Months	Days	Items	Goals	Remarks

g) **Having an Action Plan Analysis.** Problems will always occur but the value of a good plan is to identify them early and seek out solutions. Good time management enables you to be proactive (practical) and also measure the progress towards your goals because "what you can measure, you can control"!.

h). **Using a Task Diary.** By this, tasks or habits that take time away from studying, rushing to complete homework/assignment at the last moment or even starting late will be identified and more healthy homework habits will be developed.

vi) **Developing Blocks of Study Time.** Some learners need more frequent breaks for a variety of reasons, for example, becoming restless whenever they are studying. Some may even require more frequent breaks when they are faced with more difficult materials.

vii) **Scheduling Weekly Review and Updates.** This will help to develop criteria for adjusting schedule to meet both academic and non-academic needs.

viii) **Prioritize Assignments.** You are advised to form the habit of beginning with the most difficult subject or task whenever you are studying.

ix) **Developing Alternative Study Places free from distraction** for better concentration.

x) **Reviewing Studies and Readings before Class.** Always review lecture materials immediately after class (forgetting is greatest within 24 hours without review) and schedule time for critical courses, papers, presentation, tests and so on.

xi) **Having a Daily/Weekly Planner. Appointments**, classes and meetings are to be written down in a chronological log book or chart to help maximize time. It is therefore advisable to sketch out schedule first thing in the morning, check what is ahead for the day and then go to sleep knowing that one is prepared for tomorrow.

Below is an example of daily/weekly planner:

DAILY/WEEKLY PLANNER

Weeks	Days	Schedules			Remarks
		Appointments	**Classes**	**Meetings**	

xii) **Making a Long Term Planner.** A great deal of time can be maximized by using a monthly chart to plan ahead. (*See f: Yearly Plan*). Long term planners will also serve as a reminder to constructively plan time for one self.

From the foregoing therefore, it could be deduced that unless distance learners are committed to build time management techniques into their daily routine, then, they can achieve results.

The lesson therefore is that the more time spent planning our activities, the more time one will have for those activities!!!.

4.1) ORGANIZATION OF STUDY TASK
Ability to organize a study task is a skill that is vital in the acquisition of knowledge through individual studies.
- **Studying is indeed a hard work**. It requires skills, methods and tact (discretion) to accomplish while the student studying should see himself/herself as somebody who needs to plan to conquer.

4.1.1 In What Ways can Study Task be Organized?

There are several practical ways to organize a study task. As distance learners, you must plan and organize study task to help you maximize your available time. Hence, when you read and study, you should do the following:

a) **Use the *"CHUNKING"* Approach.** This is cutting up very large pieces of study task. The most practical way is to group the task into small units that could be studied bit by bit.

- **Pieces of work too large to study at a time should be cut up into meaningful units and studied**, that is, group tiny items into reasonable unit before you study. *Lesson notes and textbooks can be studied in this way.*

- **For you to digest a chapter or lesson note:**
    i) do not try to read all from beginning to the end, rather,

    ii) "chunk" the chapter section by section by reading one section at a time, telling yourself from memory what you have read in one section before reading another section.

- If there are problems to be solved or questions to be answered at the end of the chapter, these will provide or limit the sections to be read at a time. *That is, read the first question, and then read the chapter until you can answer the question.*

- If you have to digest material in preparation for examination, try and make an overview of the total material to be covered by:
    i) making a table of contents for your class notes
    ii) read the summaries of all chapters of a comprehensive book on a subject, then,
    iii) Chunk the material and study one chunk at a time.

b) **Always remember that when you study and actually mean to digest the study task, you should keep in mind the concept of "chunking"!!!**

"Chunking" therefore can help prevent procrastination and also improve concentration and memory!!!. Are you now prepared to "chunk for good?"

5th Session

5.0) POSITIVE ATTITUDES TOWARDS HOME WORK OR ASSIGNMENT (HW&A): THE IMPORTANCE.

5.1 What is Homework and Assignment?
- Home work is schoolwork that students do outside of class or after school at home while assignment is a task that is assigned or undertaken
- A students' attitude to homework and assignments may sometimes serve as yardsticks to measure the degree of seriousness of the student to his/her studies.
- High achievers have the tendency to attend to their homework and assignment promptly while,

- Low achievers usually leave their school assignment undone until the last minute or until a punishment is announced for those who have not done their homework.

5.2 Poor Attitude to Homework and Assignment

Poor attitude to HW&A may arise due to **absence of will-power and intrinsic (in-built) motivation, poor parental or adult motivation, uninteresting home environment, over demanding household chores, inability to settle and study independently, procrastination, etc.** Other forms of manifestations include:

- Abandoning homework/assignment when it is unusually hard
- Non-challant attitude towards missed lessons and notes
- Leaving the homework/assignment half-way because it is boring and uninteresting.
- Inability to submit within the specified time
- Putting off the homework/assignment till such a time they pile up and burdensome.

5.3 Positive Attitude to Homework and Assignment

The following steps should be taken to develop a positive and self-enhancing attitude to HW&A:

- **Analyze yourself and re-examine your objectives for being in school**. If your attitude has been negative and self-defeating, then, you are in real trouble because your school career may soon face a serious crisis. If it is positive, congratulate yourself and strive to do better. This is therefore a moment of decision for you.

  a) **For you to do well, school assignments must be an essential factor** that will enable you to do well.
  b) **You must develop interest in your school work and the strong will power to attack home work whenever they are assigned to you in school.**
  c) **Always remind yourself what you aspire to be in life, then, tie it to your assigned home work.** By this, your will power will improve and you will be motivated to do your school assignment.

- **Get an exercise book for noting all day-to-day school assignments.** Make sure every school home work is recorded in this book with the dates for submission. This will help you focus on the assignments.

- **Your daily study time-table should have provision for home-work.** When it is time for home work on your daily time-table:

  a) **Do not disregard it.**
  b) **Check your book if there is any outstanding and use the time for it. Do not replace the home work period with any other subject no matter how important the subject may be.**
  c) **If there is no outstanding home work, then use that time for another subject.**
  d) **Do not quit or give up like a coward when things become tough. When your home work is unusually hard or tough, do not abandon it. Remember, "STUDYING IS GENERALLY A HARD WORK"! Attack it with all your energy, use text books that can explain the work and consult your teacher or others who may know better. Try your best to do something that will help you accomplish the work.**

- **If you are (or will be) absent from class, do not wait till the next lesson before you identify (or will identify) what was done**. If there was any assigned home work, attack it as promptly as possible and do not pile them up.
- **If assigned home work is elaborate, do not attempt to work all of them at a time s**o as not to put an unnecessary pressure on yourself.
- **Begin early to do your home work, take them in bits-starting from the simplest.**
- **Each one completed will increase your interest and eventually motivate you** to complete the entire assignment in time.
- **Use the dictionary or other related books to check anything** that appears to make the work difficult.

5.4   Importance of Home work and Assignment

The importance of home work and assignment in a students' life cannot be over-emphasized because it:

- Motivates learning and keeps you busy with academic work at home.

- Provides a challenging situation if you are unable to organize and settle for studies on your own.

- Prevents you from engaging in irresponsible behaviour which directs your actions towards more meaningful goals.

Remember, your school assignment is as important as your class lessons; and probably more important than other things on which you place value. So, do not ignore or abandon it!!!

6th Session

6.0)   TECHNIQUES FOR IMPROVING READING AND NOTE-MAKING
Why Reading and Note-Making?
- To be able to study effectively, a student must make his reading behaviour as necessary and consistent as possible.
- As students read, they need to make notes of what they read because this notes will serve as permanent records that will assist them to re-learn and revise.
- Note-making:
  a) Reduces forgetting in students and also helps their memory power and understanding.
  b) Is a step towards effective review.
  c) While reading makes for easy reference in reading and learning.
  d) Is very crucial in any study assignment, whether in the school or during private study.

What are the Techniques for Improving Reading and Note-Making?

A) READING:

- The skills required for reading depends largely on the purpose of reading and the nature of materials.
- There are a number of techniques, which people have practiced and tested to accomplish effective reading. Learners are therefore free to choose the most suitable to their learning style.
- Some of these methods include:

i) PQR^3 (P, Q, Triple R).
This method is a well tested method of reading. Each letters means:
P–preview what you are going to read.
Q–Question what you are going to learn after preview.
R–Read the assignment.
R–Recite. Stop once in a while, look up and put your own words in what you have read.
R–Review the main points. You can re-read any section you are not sure of after review.

ii) Systematic Reading–SQ5R.
This method is similar to PQR^3 and eliminates time-consuming process of
re-reading the material endlessly. Each letter means:
S–Survey.   Read the chapter title, subtitles, italicized items, bold face type and introductory or summary sections.
Q–Question. Work each question down and try to think through and arriving at tentative answers.
R–Read.   Chapter should be read section by section for the purpose of answering questions.
R–Record.   This should be done in your own words without looking at the text.
R–Recite.   Cover your answer and recite it from memory.
R–Repeat.   Repeat steps 2, 3, 4, and 5 for each section in the entire chapter.
R–Review.   Review all answers from memory and if it is impossible, keep studying until you can.

iii) S Q 3 R.   This method is very popular and it is good for subjects that have long continuous passages. The letters mean:
S – Survey;Q – Question; R – Read; R – Recall and R – Review

B) NOTE-MAKING

- The art of making notes in lecture/tutorials is to note down only the important fact.

- It is not to try to write down everything verbatim (word for word) but to choose the important parts to note and to write in an abbreviated way.

- Ensure that you keep up with the lecturer/tutor and also convert the points to abbreviations and symbols that will help you store them in your memory.

You can therefore speed up your note-making by using symbols and abbreviations such as:

- o   **= (equals)**
- o   **< (smaller than)**

- o **> (larger than)**
- o **Æ (leads to/results in/causes)**
- o **e.g. and i.e. ('for example' and 'that is')**
- o **c.f. (compare)**

[Listening and note-making / Study Skills. University of Greenwich. (n.d.).]

Below Are Some Common Shorthand Symbols Useful For Speedy Note Making.

∴	**Therefore**			
∵	**Because**			
÷	**statement/answer is correct**			
x	**statement/answer is wrong**			
?	**Question; is the statement correct?**			
/	**or (this/that = this or that)**			
& or +	**and/plus**			
-	**a dash (often used to join ideas and replace words or punctuation marks that have been omitted)**			
" "	**ditto (means the same as the words immediately above the ditto marks)**			
≠	**does not equal, differs from, is the opposite of**	≤ ≥	**is equal to or smaller than is equal to or larger than**	
=	**is/are/have/has/equals**	**>**	**larger than**	**<** smaller than
Æ	**leads to/results in/causes**			
Æ̸	**does not lead to/result in/cause**			

Based on James, K., Jordan, R. and Matthews, A. (1991), Listening Comprehension and Note-Taking Skills, London: Collins. (Retrieved March 23rd, 2009 from http://www.gre.ac.uk/studyskills/note_making)

ABBREVIATIONS

Many of the common general abbreviations useful in note making are found in the appendix in a dictionary. Some of these are listed below:

e.g.	for example
i.e.	that is
etc.	etcetera: and so on
c.f.	Compare
viz.	Namely
c.(or ca.)	about/approximately
N.B.	Note
C19	nineteenth century; similarly C20 etc.
1920s	i.e. 1920-1929; similarly 1970s etc.
approx.	Approximately
Dept	Department
diff.(s)	difficult(y)(-ies)
excl.	Excluding
govt.	Government
imp.	important/importance
incl.	Including
info.	Information
lang.	Language
Ltd	Limited
max.	Maximum
min.	Minimum
1st	First
2nd	Second
3rd	third etc.
G.B.	Great Britain
U.K.	United Kingdom
Eng.	English
Brit.	British
Q.	Question
A.	Answer
no.	Number
p./pp.	page/pages
poss.	possible/possibly
prob.	probable/probably
probs.	Problems
re-	with reference to/concerning
ref.	Reference
Sts	Students
tho'	Though
thro'	Through
v.	Very
s/t	Something
s/o	Someone

Based on James, K., Jordan, R. and Matthews, A. (1991), Listening Comprehension and Note-Taking Skills, London: Collins. (Retrieved March 23rd, 2009 from http://www.gre.ac.uk/studyskills/note_making)

7th Session

7.0) TECHNIQUES FOR IMPROVING LISTENING AND NOTE-TAKING

- Listening is an active academic exercise like reading.
- It involves constant thinking, making connections and evaluating.
- Note-taking from listening (or reading) like note-making from reading should include not only what the teacher/speaker/writer said, but also critical response to what was said/written.

A). Some of the techniques that can help you in note-taking include:

1) Prepare for listening and learning.

a). when you know the subject topic in advance, preview or review related reading topics in order to recognize and organize main ideas and technical terms more easily (that is, increase your background in the subject in a way that makes its general organization or structure and some key terms clear to you).

b). use a large Loose-Leaf notebook for note-taking so that you can re-arrange the pages for study purposes such as comparing, contrasting (complementary) and synthesizing (blending).

2) Create notes that will provide a visually memorable impression of the organization of the material.

a). write only on the front side of the loose-leaf page so that your writing will show clearly.

b). writing on both sides of the leaf may make your writing show from the other side make re-arrangement of the material difficult.

c). use a deep indentation (make marks) to impress upon your mind the relationship between supporting ideas and organizing ideas.

d). whenever note-taking seems especially difficult, leave blank lines at the end of each section on a page so that you can fill in the information.

3) Save time by using appropriate abbreviations and symbols

a). for each course or subject, decide on abbreviations for words likely to be used frequently.

b). note your code on top of the first page on which you will use the abbreviation or on one page set aside for the purpose.

c). in all courses, use standard symbols. Examples of such symbols include:

b/w - between
≠> - does not imply
O - implies
Ψ - Psychology
<- - results from

A number of these symbols can be found in the **6th session (reading and note-making)** and at the appendix of a large dictionary.

d). in scientific courses, buy a specific to the subject and consult its complete list of standard abbreviations and symbols in that discipline.

4) During and after listening, note on a separate page your own ideas in response to what you have heard.

a). note your own ideas and question to prevent you from speaking out in class prematurely. It can also enhance your clarity and fluency in speaking when and if you decide to.

b). your personal notes can be helpful in guiding you future reading and providing a source of ideas or questions for research and exams.

5) Review your notes within 24 hours.
a). immediately after listening, read over your notes, make corrections where necessary, add clarifying notes on the lines left blank and note personal comments and questions in a separate page.
b). underline organizing ideas and key terms with a coloured pencil, using a small ruler.
c). recite aloud from memory the idea you have reviewed. The following steps will be very useful:
    i). recite after reviewing each small unit of the note probably of four to seven items for each unit. At the end, recite the organizing ideas for the units together.
    ii). read over some other authors upon the same subject, confer (discuss) it with your teacher or with peers and write down the clearest result of your present thoughts, reasoning and inquiries.

B). Skills to help you improve your ability in note–taking
  There are a number of skills which will help to improve your ability in note-taking. Such skills include:

    1). At all times, remember that the best notes are usually short!
    2). Note only important points or facts.
    3) Use key words and key phrases.
    4). Layout the notes usefully. Note that a page with six-spaced-out key phrases may be better remembered and so give a clearer sense of structure than a block of twenty lines of solid writing.
    5). Read through and if possible, trim down the notes after taking them.
    6). Picture or flow diagram notes may be used in any subject because they:
      a). are easier to memorize.
      b). are easily referred to.
      c). can show immediately the relationship between topics, events and ideas.
      d). allow time to explore topics further as well as investigating new understanding.
    7). Always go over your notes immediately you have finished, and reject the unnecessary!

As a matter of fact, you need to take notes as well as make notes (as discussed during 6th session). This will really help you develop your memory status.
When last did you take notes even while studying?

8th Session

8.0) REGULAR STUDENT-TEACHER INTERACTION
- Psychologists have often claimed that no one person has the monopoly (control) of knowledge. Acquisition of knowledge requires interdependence among persons in the learning environment.

- Such relevant relationships include student-student interaction, student-teacher interaction and teacher-teacher interaction.

A). Why Student-Teacher Interaction?
- **Student-Teacher interaction is a sine qua non (essential condition or prerequisite) in educational process.**
- Students should be capable of consulting with their teachers both during and after classes to make it possible for them to clarify certain conflicting (disagreeing) issues from the teacher.
- Consulting the teacher helps you as a student to receive proper guidance and advice from them.
- Regular teacher-consultations also allow immediate feedback of your' performance, for example, examinations or other class activities. During such discussions:
a). you gain knowledge of your scores while the teacher discusses the shortfalls of the paper to help you guard against such mistakes in future.
b). you will also identify the techniques for improving your performances in the future.
- When you have done your best in all things you engaged in and it did not give you a good result, you can consult your teacher for more clarifications.

B) Here are some tips to help whenever you want to consult your teacher:
- **Teacher consultation is most essential when you:**
  a). Are having problems with a particular subject.
  b). Require further explanation on a point that is not clear to you.

- **Be respectful but not necessarily stupid**
  a). Meet your teachers at specified periods because some teachers have specified hours when students can consult them. It is advisable to tick to such instructions.
  b). Take a proper posture (position) while talking to your teacher.
  c). Do not talk to your teacher while he/she is engaged in a conversation with someone else.

- **Be confident before your teachers.**
  a). Organize yourself and the materials you intend to discuss.
  b). Avoid mixing your facts.

- **Attend to assignments from your teachers regularly and promptly.**
  a). Teachers do not like students who treat their assignments without seriousness.
  b). Accomplish (complete) previous assignments and instructions before meeting your teacher the next time.

- **Handle any social anxiety that may inhibit you from meeting your teachers.**

  a). Tell yourself that your teachers are there to help you, so do not be afraid to meet them.
  b). Breathe in deeply and let go softly several times, then walk to your teacher's office.
  c). This exercise may enable you to take care of your anxiety.

- **Hold your tongue.**
  a). What you say and do within the school could affect your relationships with your teacher and other significant individuals in your school environment.

- **Deal with anxiety.**
  - a). If you are too anxious or unusually shy when you plan to consult your teacher, discuss with the guidance counsellor or your centre supervisor to help you deal with that behaviour.

Note that excessive teacher consultation may be embarrassing and disturbing! Often times, it may not even yield any result. You are therefore advised to always study the situation very well so that your teachers will not read negative meaning to your action.

9ᵗʰ Session

9) **TECHNIQUES FOR EXAMINATION PREPARATION (EXAMINATION BEHAVIOUR 1)**
A) **Why Examination?**
   - Examination behaviour is an essential skill that determines the academic performance of students to a very large extent.
   - Examination is the core activity in the evaluation of student's performance.
   - In Nigeria, examination is not only a measure of achievement on a school subject, but it is seen by students and the society as one of the core determinants of life success.
   - Both students and teachers benefit from the outcome of examinations. For the teachers, it is an assessment of their teaching skills, instructions, style and to know the progress of the course while students on the other hand use examination to evaluate their acquisition, retention and recall of materials studied during the period of instructions. It is also an opportunity to tidy and organize the various lessons learnt in a subject and to study them as a whole.

B) **Examination Behaviour**
   - **The best behaviour and the most important is to develop positive attitude to examinations.**
   - While some students await examination time with eagerness (excitement) and interest, others dread this period and would wish to have a non-examination school career. Students having this feeling may manifest examination anxiety which affects their performance during examinations.
   - Students should know that examination results still remain the most important key of students' level of academic performance. If you accept and receive examination in this light, you are more likely to see examination as a challenge, face the realities and prepare thoroughly for the examinations.
   - If you have successfully gone through the primary and secondary schools, you should definitely possess sufficient will-power, physical and mental ability to accomplish tertiary education.
   - Those who consistently fail do not fail because they do not have enough intelligence. It could possibly be because they have not learnt the necessary skill of study.
   - Those who do well do so because they possess a fortunate learning history that enables them behave in self-enhancing rather than self-defeating ways.
   - **You should therefore not view examinations as the teachers' devil or teachers' design to punish or embarrass students. Rather, you should view examination as an inevitable (unavoidable) stage in the educational process which gives you opportunity to prove that you have studied hard enough and mastered the**

educational instructions in the various subject areas to justify your promotion to the next stage of the educational process.

C) **Techniques for Preparing for Examination**
- The best preparation for examination is regular study. It is a very poor examination behaviour to wait till the examination is around the corner or time-table is out before you start to organize your study programme.
- It is a poor study habit to do a life and death study programme during examinations, e.g. TDB (Till Day Break), use of stimulants, putting legs in cold water to keep awake while reading, etc.
- It is best for you to start studying steadily right from the beginning of the course and continue steadily and consistently till the examination time. At the approach of examination, you should just continue studying the normal way you have been studying
- Special review beginning at least a few weeks before the examination is necessary.

The following techniques for examination preparation can therefore be very useful:
1) Make a realistic study schedule and then stick to it as much as possible.
2) Review and decide how much material you must cover before the examination using the time available to you. Then, work out how much time that can be devoted to each subject and note it on your study schedule.
3) Do not waste any time otherwise distracting thoughts will set in.
4) Remember to work to your maximum ability whenever you are studying.
5) Then, start by previewing your class-notes/modules on the particular subject you want to study and note the various topics that are treated therein.
6) In cases where the notes or the topics are too long, break them by giving title to the various sections.
7) Get your writing materials handy as you study.
8) Study each title as a unit within the subject. Read, review and recite one unit at a time.
9) Note the key points on each topic. Underline the points in your note first and then jot them down in your book.
10) As you come across another key point, underline it and jot it down.
11) Each point should not be more than one sentence or two.
12) Read actively until you cover the topic.
13) As you study a topic, all materials gathered on the topic must be studied together.
14) Review and recite your outline for each chapter.
15) Re-read portions of the topic in your note/module only if you cannot remember the details well because this should come to your mind as soon as you encounter them.
16) Frame a likely examination question that would demand the outline as answers.
17) Cover the outline, answer the question you have framed and attempt to recall as many of the points in the outline as possible
18) Write the points you remembered cross-check with the outline and take note of the ones you were unable to remember.
19) Read them again and attempt to commit them to memory.
20) Create graphic aids to help you understand and remember the major points of the material studied.
21) Take short rests during long study sessions. Note the longest you can study in a session, then, take 5 or 10 minutes for recreation (leisure). This could be a walk, short nap (siesta), watching TV, etc. Avoid recreation that may excite you for too long because it may affect your concentration or distract you from further re-engaging yourself in studies.

22) Make sure you return to your studies promptly immediately you sit down. Pick another subject and follow the same guidelines.

23) At the end of each day, evaluate (assess) your study behaviour. Check if it is self-enhancing and productive in relation to good academic performance, keeping to your study schedule and achieving the study goals you set for each day.

24) If you consider you behaviour good enough, give yourself a positive reinforcement/reward that will make you to continue in that manner.

25) But if your behaviour is self-damaging, counterproductive and disgraceful by the challenges you are facing at this examination period, then, give yourself any form of punishment that could prevent you from further behaving in that manner.

26) As you read, recite and review, write down any ideas that come to your mind, take out the most important points and add them to the outline you made on the topic earlier on.

27) As distance learners, you need to form study groups with friends that are serious minded with academics because studying alone for several months can be very boring and discouraging at times. By this, to read, recite and review becomes rewarding and encouraging as each group member would be given opportunity to outline and discuss the question in a dress-rehearsal situation.

28) Apart from the questions in your modules, ask your tutors for past question papers a few days to the examination, especially for essay type question or make up questions for yourself. Answer these questions as if you are in the examination hall.

29) Discuss the answers with your friends in the study groups and outline new ideas expressed as well as any important points in the discussions. Such group activities lead to rehearsal of important points learnt during tutorials and aid recalling during examinations.

30) Do not stay unnecessarily too long in the study group so as to give time to those topics/subjects you found most difficult.

31) Use the outline you made from your review to score your answers to the question. This will help you discover your weak points so that you can work on them.

32) Do not miss any opportunity, within or outside the group to teach portions of the subject on which you will be examined

33) Arrange to tutor some of your colleagues or others who are ready to listen to you because it is a useful manner of review or repetition which helps to fix knowledge upon the mind and also makes recall easy during exam.

34) A few days before the examination, look out for the exam timetable, find out all the requirements and get all the exam materials/other essentials ready. This helps you to be well organized and avoid unnecessary anxiety.

35) On the night before the exam, study normally, do not overwork yourself or keep unusual longer wakeful night. Moreover, do not go about chatting or drinking beer because it is a night of last minute preparation, building of confidence and focusing on the outlines you made from the various topics you studied.

36) Before going to sleep on this night, review the most difficult parts of your study outlines and the outlines /answers to those questions you and your study group friends had discussed.

37) Lastly, try to get adequate sleep that night so that you can have sufficient energy to undertake the examination and to think as clearly as possible

Remember, as a student, you should know that to pass or not to pass lies in your hands!!!

10th Session

10.0) TECHNIQUES FOR EXAMINATION TAKING (Examination Behaviour 2)

- Carrying out an effective study is like preparing a dish while tasting it is sitting for an examination. How well you pass the examination explains how nutritious and balanced the dish was.
- A student who did not prepare well for examination is gripped with examination phobia while those who prepared very well ask for examination to prove their worth. After the exam, they receive feedback joyously and share the news of their success with others.

A) Examination Behaviour (2)

- **We learnt in Session 9th (techniques for examination preparation) that the best behaviour and the most important is to develop positive attitude to examinations. So it is with taking examination.**
- Examinations come in three different forms, that is, written, practical and oral. Most examinations confronting students in our institutions of learning are usually the essay (written) type.
- **Test Anxiety**.
  In any stressful situation, especially during examinations, learners experience different types of test anxiety. Some of these include: examination phobia; nervousness; difficulty in reading and understanding question on examination paper; difficulty in organizing thoughts; difficulty in retrieving key words and concepts when answering essay questions poor performance in an examination even though the material is known; and mental blocking, that is, going blank on questions or remembering the correct answers as soon as an examination is over.
- Remember that each type of examination demands a different approach in terms of the answers the students should give and the examinations-taking-behaviour.
- For the Essay type questions. they are usually distinct (different) and subjective (one-sided) because they:
  a). Provide you with opportunity to structure and compose your own responses within your limits (ability of self-expression).
  b). Enable you to demonstrate your ability to apply knowledge and to analyze (examine), synthesize (make) and evaluate (assess) new information in the light of your knowledge.
  c). Provide opportunity to exhibit your ability to understand, organize and recall information.

Your organizational powers in Essay type questions can sell your answers to the examiner and you will make very good grades.

B) Techniques for Examination Taking

Since most of the examinations taken in DLS are essay type, the following techniques for examination taking can therefore be very useful:

i). In the morning of each examination day, eat light food but nourishing food, avoid heavy food and take sufficient fluid (preferably water but not alcohol). Hunger may stress you and cause tension and anxiety.

ii). Dress simple and decently to the examination hall (your dressing talks about you). Some students dress carelessly while others dress gorgeously as if they are going for a party.

iii). Come early for the examination. Make enquiries to confirm any contrary information.

iv) As you settle down in the examination hall, observe some minutes silent prayers for guidance and success.

v) Do not enter examination hall with anything that can incriminate you (copied materials, notebooks, textbooks, pamphlets, handsets, writings on palms or laps or any other parts of the body, etc.

vi) As much as possible, relax, look friendly and calm. Be psychologically settled for the exam.

vii) Avoid any type of collaboration with anybody. Reject any form of aid in the exam hall and do not aid another no matter the condition.

viii) Start when you are instructed to do so. Note the time and do not be too anxious because it may disorganize you.

ix) Read the instructions carefully and ensure you understand all you are required to do.

x) Read through all the questions first, tick the ones you are confident you can answer well, if it is not the "answer all questions".

xi) Think as clearly as possible what the examiner wants in each question. Jot down few points that come to your mind on each question you plan to answer.

xii) Try hard to recall as many points as you noted while studying. Think beyond these points and jot them down.

xiii) Budget time for each question you plan to answer, bearing in mind the nature of each question, the no. of points required and the time available for the exam.

xiv) Do not waste time trying to beautify your writing. Just ensure that you write clearly, concisely and legibly.

xv) If you budget your time well, you will have sufficient time to proofread your answers, then effect corrections immediately.

xvi) Do not waste too much time on one number and at the expense of others. If you run out of time in answering, copy the points you noted down to complete your answers briefly. You may still get the required marks.

xvii) The first sentence of your point on each paragraph should be direct to the point so that the examiner will catch the point at a glance without being bored.

xviii) Summarize the main points of your answers in the last paragraph. Leave enough space at the end of each question to allow for possible addition.

xix) Do not communicate with any student when you have started writing the exam. The appropriate exam behaviour is to put–up a deaf ear to any form of inter-student communication.

xx) Submit your paper when you are satisfied you have done the right thing.

xxi) Pray and thank God for giving you the strength and opportunity to finish your exam.

xxii) Do not go about boasting about chatting or boasting, anxious or withdrawn after the exam. These patterns of behaviour are self-defeating or dangerous to students.

xxiii) The appropriate behaviour is to rest immediately and start preparing for the next paper.

xxiv) Evaluate your performances at the end of the exam and record your approximate scores.

xxv) If you have performed creditably, hope for the best results. If your performance is poor, plan for an alternative line of action.

Remember that if you imbibe the culture of studying for knowledge and examination, you will not seek fraudulent means of writing examinations!!! Why don't you start now?

11th Session

11.0) ORGANIZATION OF STUDY PERIOD PROCEDURE (SPP)
- **Study period procedure refers to the effective organization of the student's study activity. It is the core of efficient study.**
- Its effective management facilitates concentration, improves will-power, motivation and subsequently leads to greater learning in less time.
- As NTI distance learners, you are expected to organize your study period in a particular manner that will help you cover up before examination. Here are the expectations as laid down by NTI for you:

Each student is expected to study for:
a) **Minimum of 2 hours a day per week,** that is, **14 hours (2 hours X 7 days).**
b) **39 weeks of non-holiday periods,** that is, **546 hours (14 hours X 39 weeks);** and
c) **4 years of course duration,** that is, **2,184 hours (546 hours X 4 years).**

i). A lesson unit is designed for an average of **1½ hours (one and half).** Thus, a module is to be covered in **1½ hours for each of the 10 units going to a total of 15 study hours.**

This is equivalent to **1 credit load** in the National Commission for Colleges of Education (NCCE) Minimum Standards**.**

ii). Each student is expected to cover **2,184 hours for the minimum available time in 4 years.**

This is equivalent to **145.6 course materials,** which is approximately, **146 modules.**

Above all, **130 modules covering 1,950 hours** had been designed for each NCE DLS student.

Since the minimum number of hours available to a student in the 4 years period is **2,184 hours,** the remaining **234 hours** was embedded (set in) to **accommodate slow readers and in-built assignments of the course materials.**

Have you learnt something? How have you been organizing your study period?

12th Session
12.0) EFFECTIVE MANAGEMENT OF STUDY PERIOD PROCEDURE
- It is one thing to organize study procedure; it is another thing to keep to it. We learnt during 12th Session that concentration is tied to effective management of study session, hence, it is very important to effectively manage the study procedure you have organized for yourself.

- Primarily, Study Period Procedure concerns:
  a) **Study venue**
  b) **Materials of study**

c) **Techniques of study.**

A) **STUDY VENUE**
Study is hard work. It requires that certain conditions must prevail for it to happen. Venue is one of the most appropriate conditions necessary for effective study.
- Your place of study should be a specific venue which should be associated with study only.
- A study room must have abundant lighting and ventilation.
- Such venue should have enough spaces for free movement to give you the opportunity for free movement and easy handling/use of study materials.
- The sitting arrangement should be comfortable enough to aid your study efforts.
- The seats should not be too hard so that you do not inconvenient yourself; neither should they be too comfortable so as not to make you sleep off.
- The study venue should be distraction-free, noiseless and free from what could take attention and concentration off you.

B) **MATERIALS OF STUDY**
Study materials must be handy. These include books, dictionaries, mathematical instruments/set, thermometers, barometers, charts, slides, pictures, and maps. Other items could include pencil, eraser, tape recorder, biro, ruler, calculator, computer, notes, index cards, paper, scissors **and other materials which are of relevance to the subject to be studied at that particular time.**

- Ensure that all the materials needed to accomplish a study task are provided and made available before you begin to study. This will help you not to be looking for books or materials during study.

C) **TECHNIQUES OF STUDY**
Students with high academic performances usually possess a designed standardized study techniques. For effective study, you:

- Need to acquire a particular study method or technique which is very suitable to you (check 6th Session-techniques for improving reading and note-making) or gradually develop your own technique.

- Can also use brain-storming group study method whereby creative ideas are generated spontaneously (unexpectedly), usually for problem-solving, and especially in an intensive group discussion.
- Should ensure to revise, especially when examinations are drawing near with the followings:

a) **Book of new words.** These are words that you may have come across several times, but you do not know the actual meaning. Such words are then noted down page-by-page during study so as to check their meanings. During revision therefore, these words serve as a quick reminder than the dictionary. If you did not note down such words, then you will need the dictionary.

b) **Revising with Foot/Top page Notes.** These are short notes including meaning of words found in the page studied. These notes are written with pencils, especially in

textbooks to make erasing possible if need be. Its usefulness depends on you noted down during studies.

Remember, as you lay your bed, so you will lie on it! Manage your study period well and see the results!!

13th Session

13.0) SENSITIZATION ON CONCENTRATION

- **Concentration is the ability of the student to focus his/her overall attention on the study task.** It is among the constantly reported aspects of inefficient study habits among students in both secondary and tertiary institution.

- Concentration is an attitudinal issue which means persistent uninterrupted attention.

- The problem of concentration among students is related to the distracting environmental factors, for example, unsolved problems, emotional upset and worries, lack of interest in study task, fatigue, noise, poor lighting, poor ventilation, physical condition of the learner, etc.

STEPS TO ENHANCING CONCENTRATION
Concentration is tied to effective management of study session. It can thus be enhanced by:

i) Improving the physical environment of your study room.

ii) Achieving a psychological wellness before, during and after the study, and

iii) Acquiring an efficient study procedure.

So, ensure that your mind is free from anything that can stand against your concentration as you study. Fight seriously against it!

14th Session
14.0) TECHNIQUES FOR IMPROVING CONCENTRATION, MOTIVATION AND WILL-POWER

- Concentration, motivation and will-power are attitudes that are essential for the most effective and efficient reading and study. In broad terms, concentration, motivation and will-power mean:

a). **Concentration:** Focus of mind or resources, the direction of all thought or effort toward one particular task, idea, or subject.

b). **Motivation:**
   i) **Giving of reason to act:** the act of giving somebody a reason or incentive to do something.
   ii).**Enthusiasm:** a feeling of enthusiasm, interest, or commitment that makes somebody want to do something, or something that causes such a feeling.

c). **Will-power**: Control by deliberate purpose over impulse.

There are ways that concentration, motivation and will-power can be improved. Some of these include:

1). Use Efficient Reading, Writing and Study Methods. For Example:
a) Organize work and budget time
b) Build your background in the subject matter to be studied to increase your interest in it.
c) Preview materials before reading and chunk the material to be read.
d) Set specific goals for your reading and read with those goals in mind.
e) Note your ideas on the material.
f) Study actively in any way possible.
g) Use time-saving techniques to shorten the time in which you must concentrate, motivate/reinforce yourself and your will-power.

2) Provide for Favourable Study Conditions
a) Study when you are alert enough to concentrate.
b) Adequate light and ventilation is essential.
c) There should be no distraction. If you cannot prevent the distraction/noise, set up a closer non-distracting sound like music without words (cool music).
d) Engage in regular exercise, enjoy sufficient sleep and eat well (not heavily).

3). Give Attention to Possible Psychological Causes of Inadequate Concentration, Motivation and Will-Power
a) Talk with a Guidance Counsellor in your institution or read books that can give you insight into your problems, attitudes and behaviour.
b) Analyze yourself if your mind keeps wandering while studying. If possible, attend to the problem if it distracting your attention.

4). Try to clarify your immediate and long term goals
a) Discuss your goals with the Guidance Counsellor
b) Read books that relate to the career you have been considering.
c) Seek actual experience in the field you have considered. Talk at length with individuals who seem to be successful in this field.

Do you now agree that a well planned and efficiently executed study procedure are the much needed therapies for improved concentration, motivation and will-power?

15th Session
15.0) TECHNIQUES FOR REMEMBERING EFFECTIVELY
- In studying the techniques for remembering effectively, you should bear in mind that the factors which affect learning will obviously affect remembering.
- In learning any subject or material, three stages are evident:

i). **Acquisition Stage,** that is, when the material studied is taken in or absorbed.

ii). **Retention Stage,** that is, when the material studied is stored in the memory base.

iii). **Recall Stage,** that is, when the material stored is produced at the time it is required by the individual or during examinations.

Of these three stages, recall is very important because it will prove that the two other stages were accomplished. We can now ask the question:

A) WHY DO I NEED TO RECALL?

Ability to recall a material depends on how the material is acquired and how it is stored / retained. For example, if you studied poorly at the acquisition stage, it will be poorly stored at the retention stage and consequently, it will be poorly produced at recall stage.

B) Techniques for Remembering

The following techniques will aid remembering:

1) Give attention to what is to be remembered, care about it and be genuinely interested in remembering the information.
2) Impress (emphasize) the information on your mind clearly and correctly the first time you come across it.
3) Impress upon your memory the internal organization of the new material before reading the material further.
4) Associate (link) what you want to learn with other related information and connect the information with related external information.
5) Think of details to be learnt in terms of a related structure or create a visually memorable structure for them.
6) If the material you want to remember has more than five items, group these items into meaningful units that are appropriate to its organization.
7) Process the information by using several senses while thinking about the information.
8) Process the material unit by unit, digest the information and press it hard on your memory before taking up another unit.
9) Recite aloud to yourself what you recalled from the material read and check for accuracy.
10) Write briefly what you recalled and check for accuracy to heighten (increase) your intention (aim) to remember as this is important to effective remembering.
11) Think and tell yourself, "I will remember this material". Such self-statements like "I will not forget this" are usually very effective in aiding (help) remembering.
12) Review the information within 24 hours, preferably, before sleep.

You can now understand that the factors which affect learning at each of the three stages will obviously affect remembering!
So, keep on studying, keep on recalling and keep on remembering.

16ᵗʰ Session
16.0) SUMMARY OF ALL SESSIONS

Below is the summary of all we have learnt so far:

1). Make a schedule of your home study time-table, believe in its efficacy in improving your study performance, then stick to it.

2). Distribute 60 percent of your study time evenly among your subjects (courses), then distribute the necessary 40 percent, taking into consideration the relative importance and difficulty of subjects (courses).

3). Do not miss class activities (tutorials) for any practices during contact sessions even if you feel you can make up the missed lessons.

4). Each episode of your study period should be viewed as a challenge. Study as if you have examination the following day.

5). Do not attempt to study everything at a stretch or all course content in one day. Divide the work into small units, master each unit before going to the next.

6). As you study, make an outline of the salient points in the materials studied.

7). If you must have a long study session, have short breaks between subjects. Each time you resume, work to maximum ability.

8). When you study, organize the study materials in such a way that all related materials are available, handy and together (note books, textbooks, revision questions, etc.).

9). After studying, apply what you have studied at the slightest test opportunity. Create opportunities to recite what or apply what you have studied. Teach people what you have learnt so as to retain the ideas effectively.

10). Always attempt revision question after reading a material

11). Develop a positive attitude to examinations. You can introduce some humour to it. Do not get upset at slightest hint of examinations.

12). If your mind keeps jumping as you are about to write examinations or class tests, breathe in very deeply and breathe it out slowly. Do it several times and tell yourself there is nothing to be afraid of, as you practice this exercise. You will discover to your astonishment that fear will disappear and your mind is relaxed. This is called self relaxation therapy.

13). After reading through examination questions and you discover that the questions are unfamiliar, do not panic, relax a while, then read the questions again and start the questions where you have the closest approximation of the required answer.

14). During examination, do not compare your work with the work of your neighbour. You may get unnecessarily excited at the volume of work done by your neighbour

15). At anytime during examination, you discover that you have tension and are unable to concentrate on the examination, practice the self-relaxation therapy.

16). If you discover that time is running out in the examination and you still have some questions to answer, do not panic. Just summarize your answer for each number ensuring that all the relevant points are outlined.

17). Those who study and prepare adequately for examination do not usually experience examination tensions and anxiety.

18). You must adopt one systematized study method or a combination of the various study methods

19). When you know the subject (course) topic to be taught in the new weeks, read it up in advance so that you can follow the lesson easily in class.

20). Work and pass class assignments promptly. Do not abandon your class assignments for any reason.

21). Prepare your mind to accept new ideas as you begin to study. You can do this by repressing unrelated thoughts to the materials studied.

22). If you are unable to concentrate as you study, stop and analyze yourself to find out why. Attend to the distracting factor if it cannot wait so that you can concentrate.

23). The best preparation for examination is to organize your work and study conscientiously from the first lecture (tutorial).

24). Meet your teachers (tutors) for further explanation when you are unable to understand a particular topic.

25). Study and discuss subject matters in groups once in a while.

26). Be careful in your selection of a study venue. Attempt to have your studies in one particular place that is quiet and well lit.

27). Clear your reading table when you study, ensure that only materials related to your study are found on the table.

28). Finally, you must pray for God's guidance and blessing in your academic struggle. That, in fact should be the starting point!

HAVE YOU LEARNT SOMETHING? IF SO, ENSURE YOU CONTINUE WITH ALL YOU HAVE LEARNT AND DO NOT MAKE A SHIPWRECK OF IT.

THERE IS ALWAYS TIME FOR EVERYTHING, IF YOU WILL CREATE IT AND ABIDE BY IT.

WELCOME ON BOARD THE NEW STUDY HABITS! PASS THE KNOWLEDGE TO OTHERS!!!

APPENDIX Ci

PUBLICATIONS ARISING FROM THE WORK

COUNSELLING AS A SUPPORT SERVICE FOR NATIONAL TEACHERS' INSTITUTE DISTANCE LEARNERS IN NIGERIA (2008). *Nigerian Journal of Teacher Education and Teaching*, 5 (2) 35-51.

COUNSELLING AS SUPPORT SERVICE TO NATIONAL TEACHERS' INSTITUTE DISTANCE LEARNERS IN NIGERIA

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Abstract

This paper examines the counseling challenges in the NTIDLS with emphasis on the nature, characteristics of distance learners and their study behaviour problems. These were discussed vis-à-vis the need for counseling services that will help NTI distance learners clarify their motives, meet their expectations through successful study and bridge the educational gap as it affects their studies, domestic activities and work routine. The paper concludes that time management; financial management, marriage and family, study skills, stress and anxiety counselling as support service for NTIDLS are imperatives.

Concept of Distance Education

Distance education is a formal education. It implies a particular form of education designed for a set of individuals away from the organizing institution which acts as the clearing house. This is opposed to the conventional form of education in which learners and instructors meet and interact on the campus.

The term distance education or distance learning has been applied interchangeably by different researchers to a great variety of programmes. Distance education, according to Nwana (1991), is a noncontiguous sort of learning often characterized by the absence of personal or face-to-face contact. It involves the use of strategies that enable the learner and the teacher to be so physically separated from each other that they are beyond the unaided sight and hearing of each other, yet, interacting reasonably enough for meaningful learning to occur. Distance education therefore involves the use of methods in which due to physical separation of facilitators of learning and learners; the interactive, as well as the pre-active phases of learning are conducted through print and electronic devices. Thus, Ajoku (1997) posited that distance education enables people to study at their own pace, place and time, in order to either compensate for lost opportunities or acquire new skills and qualification for the future.

Yusuf and Englama (2004:131), cited Dzvimbo (2002:2) who opined that distance education is a set of teaching and learning strategies (or educational methods) that can be used to overcome spatial and temporal separation between educators and learners. According to Keegan, (1980) cited in Kayode (2004:146), six basic defining elements of distance education are as follows:

i) The separation of teacher and learner which distinguishes it from face to face lecturing;

ii) The influence of an educational organization which distinguishes it from private study;

iii) The use of technical media, usually print, to unite teacher and learner and carry the educational content;

iv) The provision of two-way communication so that the student may benefit from or even initiate dialogue;

v) The possibility of occasional meeting for both didactic and socialization purposes; and

vi) The participation in an industrialized form of education which forms the basis for radical distinction of distance education from other forms within the educational spectrum.

Open or distance learning project therefore expands access to qualitative higher education and essentially meets the needs of many Nigerians desirous of non-residential higher education.

In view of this school of thought, distance education could then be conceptualized as an educational process in which teachers and learners are separated in space and or time for some or all of the time of study and in which the learning materials take over some of the traditional roles of the teacher. These learning materials play a central role in incorporating a variety of media and, in most systems, provision is made for students to interact with tutors and other students as a means of support. Many distance education programmes include some face to face contact, either at local centres or in weekend or residential schools, and the balance of time between face- to- face contact and self study.

Characteristics of Distance Learners
Every man has a peculiar character/behaviour which makes him different from others. Even the identical twins are not identical in the way they behave because of their individual differences. So also are students in the classrooms. No matter the kind of behaviour they exhibit, their primary aim is to learn. However, a general comparison of learners in conventional and distance systems as stated by Staff Training and Research Institute of Distance Education (STRIDE, 2001:12-13) reveals that:

Whereas in the former, learning is a full time as wail as a major activity for learners, for distance learners. *it* is a part-time and secondary activity. This part-time adult learner will in moat cans have returned to a role he/she has given up

sometime ago. The conventional learner belongs to an Institution, but a distance learner is a member of many institutions, moat of which (e.g. work, family etc) take precedence over the institution which provides his/her courses. In the conventional system, the learner is in easy contact with the institution. However, in the distance education system, he/she is Isolated as contact with the University is infrequent and often takes place across a distance................Distance learners Who are mostly adults have equal responsibilities towards their job, family and other commitments. A "Conventional" learner is not burdened with such commitments; he/she mostly identifies him/herself with the institution and the peer group that he/she is associated with.

On his part, Ipaye (2005) has noted that the distance learner is usually isolated because be misses the motivational and emotional factor arising from contact or competition with other students. He goes further to give a brief description of the distance learners as:

i) Adults, most of whom are well over 20 years of age, family men/women, probably single parents with one or more children to cater for, adding another dimension to their lives by going into part-time studies whereby they must coordinate the different areas of their lives that influence each other- their families, jobs, spare time/leisure, their travels, religion and studies;

ii) Partly music professionals or sportsmen/women with strict practice hours and schedules.

iii) Workers, for example, bankers, military/para-military etc .who engage in long hours of duty and tedious schedules, or unemployed with lots of time spent on job hunting either physically or on the web;

iv) Having broken contacts with formal school situation for a long time and now returning to education after a gap of so many years;

v) Church workers with many homes to visit during the week, or Muslim clerics with many "Jamaa" to attend to during the week;

vi) Businessmen/women with a globe trotting or nation wide traveling agenda, farmers or artisans with long hours of physical exertion at weekend and petty traders who leave home very early in the morning and return late in the evening, politicians with long hours of meeting during the day and nocturnal hours of caucus meeting at night;

vii) Drivers with long and tedious journeys to cover no predictable schedule;

viii) Adults with good and comfortable accommodation, easy life style and living a life of abundance. luxury and opulence or as adults living in just one bedroom with the entire family; etc

STRIDE (2001). cited Koul (1989) as grouping the characteristics of distance learners into three categories. These are summarized in table I below:

Table 1: Characteristics of Distance Learners

1st Category	2nd Category	3rd Category
• Have confidence in their ability to work on their own. • Confident enough to think they can succeed without any guidance from a counselor • They may not make contacts with counselors. • They may finally need help in spite of being sure of their abilities	• The need talking to. Having someone to help in solving their problems, give them reassurance about the system as well as build a little more confidence in them. • They need face to face support system to make all the difference between withdrawing from the course and completing it.	• This category falls between this first and second categories because they sit on the fence. They approach the counselor for help only when they run into intractable problems.

It can be argued therefore that distance learners, whatever their characteristics, are as varied as the number of students. Yet, all of them are distance learning students whose main aim and interest are to learn. This, in essence, has made the task of counseling the distance learners very challenging because motivation, dedication, planning, strategizing and the ability to analyse and apply the information being taught is required.

Study Behaviour Problems of Distance Learners

The fact that study distance learners have study behaviour problems of cannot be overemphasized because they are mostly adults. The effectiveness of adult learning varies with learning ability but can be affected by the approach the adult takes to the learning activity. According to Ipaye (2005:3), *'reading is a habit, studying is work'* but both are needed pre-requisites for successful academic pursuit in the school system. Since distance learners are isolated, they face some inconveniences that impact on their studies most often because they are prone to studying alone for most of the time. This, in essence, can become so uncomfortable and uninteresting because they are bound to miss the motivational and emotional factors arising from the contact or competition with other students. In developing nations like Nigeria, distance learners are prone to experiencing physiological, psychological, economical, social and educational problems, because they have limited interactions with their course mates, tutors and supervisors for several months except during contact sessions and examination periods.

Learning at a distance can be very demanding because of the absence of a teacher. Most of the time, distance learners are expected to learn for a good

proportion of their time on their own, which, in essence creates study behaviour problems for them. Commonwealth of Learning (COL, 1999) advanced the following as typical problems of distance learners:

i)   Family pressures, worries about work and money, lack of books and libraries;
ii) Lack of private study space; isolation, because they have little or no opportunity for face-to-face contact with the institution, their tutors and fellow learners;
iii) Lack of transport to get to tutorial centres, lack of confidence;
iv) Too busy to attend tutorials, difficulties in organizing studies and finding sufficient time to study, difficulties in balancing work, study and family commitments;
v)   Lack of motivation, lack of resources and equipment because they may not have access to specialist libraries or practical equipment needed for studies, no undisturbed study time, low levels of reading ability;
vi) Difficulties in developing appropriate study techniques, such as note-taking and essay-writing; and difficulties in receiving feedback on assignments.

From the foregoing, it can thus be seen that distance learners in Nigeria have some unique problems because of their peculiar nature. Ipaye (2005) has argued that distance learners are voluntary learners and are more aware of themselves, the context of learning and the demands on them. Since this is their peculiar situation, they have some expectations that will help alleviate their problems to meet up with their academic demands. Some of these expectations bother on the fact that though they are voluntary learners:

i)   Their bedrooms, sitting rooms, sometimes kitchen or cars could become their lecture rooms or theatres except during face-to-face contacts or tutorials;
ii) They need no one to prompt or push them to read and study: they must read and study to do well despite the task of studying alone individually which could be Lonesome, boring and non-motivating;
iii) Their paper, essay and other written works have to be of acceptable standard befitting University products. Though there are no physical punishments awaiting them for not completing their assignments on time, however, there are repercussions for doing so;
iv) They are expected to be cue-conscious as they read and study so that they can structure the mass of information and materials into easy and portable portions to handle (summary); they need to be more holistic in the organization of materials they are studying. In other words, they need to do more generalizations from the materials read and studied;

v)   They are expected to do real learning and to consciously distinguish between learning and understanding; and they have to develop a perspective point of view and adopt general principles which they should apply gradually to specific situations and issues. By this, learning becomes more of learning for life, rather than learning in school.

Suffice it to say that if distance learners meet up with these expectations, their study behaviour problems would be alleviated while effective and productive learning would be achieved. Ipaye (2005) argued further that research revealed that as adult learners, with lots of experiences, their learning will tend to be more thematic rather than being "a taken for-granted" affair. He then concluded that most Nigerians are not a reading people. Many students have rather poor reading and study habits and do not possess effective learning strategies. Students in the University therefore need redemption from failure as a result of these. Often we use the words reading, studying and learning as if they all mean the same thing. They do not; but they are linearly connected and inter-related. A student needs to be efficient in the three to make a success of his or her academic work and life.

The discourse consequently reveals that distance learners have needs, and therefore require some counseling strategies that will help them clarify their motives, meet their expectations through successful study and bridge the educational gap as it affects their studies, domestic activities and work routines.

Strategies of Meeting Distance Learners' Needs.
Distance learners' needs are the same everywhere because they have the same peculiar characteristics. Some of the strategies of meeting these needs are:

Time Management Counseling
Time management is self-management. Every student is therefore expected to properly use his or her time because there are common time wasters, referred to as *"Time Stealers"*. In fact, every minute of time to a distance learner is very crucial because he/she has work places to go, attend to families, social and religious obligations, hence he/she must manage their time well. For example, there are only 24 hours in a day and lectures/tutorials must be attended, course materials must be studied, assignments must be done and radio/television broadcasts must also be listened to/watched. Hence "time stealers" such as too much time sleeping, playing and eating must thus be avoided. Some other "time stealers" are interruptions, for example telephone/personal visitors, meetings, delegated tasks, procrastination/indecision, acting with incomplete information, crisis management, unclear communication, unclear objectives and priorities, lack of planning, stress/fatigue, inability to say "no", personal disorganizations. Since schooling is not full-time job for distance learners, they need to manage themselves and the time they have for studies very carefully so that they do not

fall victims to *"Time Stealers"* everyday. Ipaye (2005) identified the following strategies that distance learners can use for time management process to work.

i) Keep their priorities in whatever the situation while their education should count very much to them because it will improve their lives and work;

ii) Realize the limitations that work imposes on study time because they must make ends meet, pay their fees, cater for families and learn how to schedule time;

iii) Learn how to give up wasting time; learn to view time as a gift so as to use it well as it cannot be retrieved again once wasted; learn the importance of time in their studies and personal lives because spending too much time on less important matters which do not make up priority list is detrimental to successful and effective use of time.

Unless distance learners are committed to building time management techniques into their daily routines, they can only achieve partial (or no) results. The lesson therefore is that the more time we spend planning our activities, the more time we will have for those activities.

Financial Management Counseling

Good spending habits reduce stress, provide control over finances and build solid credit. Many cannot deprive/deny themselves of some things in life. The same applies to students. If finances are not well managed, academic life can be so miserable, especially for distance learners. Towanda Mitchell, 301-317-4733 in a paper presented. at UMBC, Money Matters Seminar *(http://www.unmbc. edu/promise/Financial%20Management.Retrieved June 1ˢᵗ 2007)*, defined financial management as the handling of financial situation in a responsible manner to achieve financial independence. It requires planning because the decisions one makes regarding personal finances will affect many aspects of one's life, spouse, children or other heirs. During decision-taking, goals are being established/set. This goal-setting process is the key to successful money management, because there is a correlation between goal-setting and financial independence to achieve the set goals. The various ways these goals can be achieved are:

i) Think about the goals, write them down and visualize the future and what you want to achieve in 5, 10, 20 and 50 years;

ii) Identify your budget and what is available each month considering your monthly expenses on rent, car, transportation to and fro work/school, domestic chores, academics, bills, credits, loans, wardrobes, entertainments, learning materials etc.

Successful management of finances can be achieved by having a "spending plan". A spending plan according to Northwest Education Loan Association (NELA. *http://www.nela.net/managingyour money/managingyourfinances... Retrieved May 25th, 2007)*, is about gathering information, finding out what one's financial habits are, and then making wise choices for the future. The following strategies can be adopted to make the spending plan work:

(a). **Keep it simple in order to make It easy to manage.** Many people try to establish complex time - consuming plans and they end up being frustrated. To guard against this, a list of monthly expenses should be made and maintained in an easy way, putting into consideration also academic expenses.

(b). **Using the Financial Road Map.** This is a document that helps to monitor spending. The Financial Road Map is divided into four sections vis: income, monthly basic expenses, miscellaneous expenses and debt and credit. The first three sections have are used to estimate warnings and spending and also the list of actual amounts. The debt and credit section helps one to look at how much is being owed (credit and loans). With this, the payment amounts one would like to make to reduce debt more quickly would be determined. By this, goats can now be set to change spending habits and also keep tracks of that in the revised goal column. It also helps to track how well goals are being met by tracking what was really spent in the last actual column.

(c) **Prioritisation**. Items on the spending plan worksheet should be listed in order of importance. It is also necessary to make basic living needs first priority (For example: food, rent, utilities, school fess, etc) because they are more important than entertainment or other optional items

(d) **Plan ahead.** It is advisable to break annual payments into monthly amounts. By this, some amounts can be put into a savings account every month, thereby making it easy to plan ahead for big expenses in future. This system might not be very easy for distance learners who are not earning regular income. But whatever the source of income, there should be a spending plan to help the situation.

(e) **Prepare for Emergencies. Emergencies do happen** but nobody knows when. It is therefore mandatory to plan ahead for emergencies, like car troubles, medical expenses, bills, increase in school/tuition fees/house rent/transport fare and so on. All these unpleasant events cost money especially when little is done to prepare for the unexpected.

(f) **Track spending**. This helps one to monitor what money is being spent daily and to identify spending habit one needs to change. This can be done by: Writing down all expenses in a notepad every month and at the end of the month, one will have a clear picture of where money goes; Getting receipts for everything that is bought and transferring the information onto a diary or booklet at the end of each day; Comparing one's spending habit to priorities and asking the question "am I spending that money on the important things in life?"

(g) **Cut your expenses.** Spending needs to be analysed in order to look at where

some reasonable cuts can be made to save one from financial troubles.

(h) **Raise your Income.** One needs to examine options that are available so as to raise one's income. For example, is it time to look for a higher paying full-time job or pick up extra hours at some part-time jobs during the week or weekend?

Marriage and Family Counselling

According to Turkington (2006), marriage counseling is a type of psychotherapy for married couples or established partners that try to resolve problems in their relationship. Marriage counseling is based on research that shows that individuals and their problems are best handled within the context of their relationships. Majority of distance learners are adults and married and there is no way that academics and marriage/family life will not compete/conflict with each other. Listed below are some important basic fundamental factors which distance learners can adopt to bridge the gap between their marriages and academics:

i) **Building and maintaining confidence of security** of emotional, sentimental and spiritual needs with care and respect; understanding, sexual gratification, fulfilling one's specific accepted roles sincerely, helping for self-confidence and personality development ,bringing-up the children with good moral, health, educational, intellectual ad socio-cultural values, commitment to free communication, frank discussion, mutual consultation, togetherness, privacy, mutuality, sexual equality, compatibility, compromise, adjustability, honesty, adaptability, sympathy, empathy, satisfaction, satiation, happiness, joyful companionship, respect, sharing, intimacy, co-operation, co-ordination, compassion and fair-looking presentation of self: and

ii) **Ensuring the following:** avoiding egoism/selfishness, rigidity, hurting feelings, arguments, neglect, helplessness, humiliation, criticism, offensiveness, provoking accusations and having self respect (Ten Commandments of Happy married life, http:II.www.angel fire.com/folk/marital/I0 com.htm).

Research shows that marriage counseling, when effective, tends to improve a person's physical as well as mental health in addition to improving the relationship (Turkington 2006).

Study Skills/Techniques

According to STRIDE (2001), study skills are "strategies" developed by learners to derive the greatest possible benefit from activities like listening, speaking, reading and writing. Study skills are also "advanced skills" which are not purely mechanical but essentially involve some amount of creative thinking. These skills therefore require active mental exercise on the part of the learner. Studying as a distance learner, like in any other institution, involves reading which is a very important skill to acquire if one wants to succeed in the Open and Distance earning environment. Studying has long been the primary means by which

learning, irrespective of the levels of learning and modes of teaching-takes place outside the classrooms. The determinant factor in the success or failure of a learner's educational pursuit is attitude. That is to say, the failure or success of the learner in his/her academic career is, thus, chiefly attributed to the poorly-or well-developed study habits respectively. Hence, essential skills/techniques to acquire for efficient independent study are therefore needed. There is no simple formula that will apply to all learners; nevertheless, Ipaye (2005) has stated the following   strategies:

i) **A place to study.** There must be a place for study, for example, bedroom, sitting room, library and kitchen. Wherever it is, the place should be comfortable for use, adaptable and available on a regular basis without disturbances or interruptions. It should not be a place to do other things like sleeping, smoking, eating, making phone calls, getting distractions from friends, etc besides studying. All these aspects must be removed completely. Some of the ways that can help out are:

(a) **Taking an accurate baseline observation of one's study time for a week** by writing down hours spent on work, subjects covered, where studying was done, how many and what kind of interruptions one had and how much work was actually accomplished.

(b) **Using the information to analyze study habits. One will** then have some concrete evidence on where one's weak and strong points truly are and therefore decide on what to change.

To do this effectively, one must be available to study, be willing to study, and be -prepared to pay attention.

ii)   **Studying in the bedroom.** It is quite advisable not to study in the bedroom but if it must be, a chair and table must be used and not lying/sitting on the bed. Some learners might be in a dilemma of having their bedrooms as the only available place, complicated with the family of three or four or even more in that room. Whatever it is, the issue of disturbance by children or spouse should be handled by deciding to study when they are all asleep in the night, have gone to school (the children), or have gone to neighbour's house to play after school hours.

iii) **Time to Study. Distance learners need time to study because of their peculiar** situation. No matter how crowded the work schedule or other things impinging on time, a time must be set aside and kept for study so as to be successful all through. This can be:

(a) In the morning, afternoon or evening

(b) Even once in the day or short periods in each of the three segments of the day earlier on mentioned. All these therefore depend on time availability and convenience;

(c) On Weekends by going to the public Library, a primary school nearby or

other quiet environment away from the home if the children are likely to disturb; By determining for how long to study at a stretch depends on one's health, body system, attention span, ability to concentrate for long and the type of material to be studied.

iv) **Materials to study** (books, assignment, notes and others). This will help to avoid distractions, disturbances and reduced attention and concentration.

v)   **Good lighting.** All learners need a place that is well lit, but not too bright or dim to reduce the amount of stress on the eyes. If there is no electricity and candle, table lamp can be used.

vi)   **Discipline.** This is very crucial to successful study because it checks against procrastination. Every student, especially distance learners must discipline themselves in terms of regularity of studying, timing of segments and parts of the study, avoiding certain behaviours during study for example, smoking, drinking alcohol, loud music, watching films, etc.

vii) **Good Health.** Maintenance of good health at all times is important for a successful study period. Therefore, learners must not strain themselves to study during ill-health (malaria etc); get enough sleep by setting a good reasonable bedtime; eat breakfast, in fact, three square meals if affordable; get some exercises and energy; take frequent break from studying, for example, walking round the room.

viii)   **Habituation.** To study effectively, one needs to form the habit of reading and studying. Formation of this habit should tend towards positive reinforcement so that it becomes worthy of emulation and beneficial in future.

ix)   **What is expected to be studied.** The tendency for most average students is to study for the purpose of examination to help expand their knowledge thereby accelerating their intellectual growth. In order to make studying effective, distance learners are advised to:

(a).   **concentrate on the significant areas.** Those chapters, passages, journals, articles, good textbook, titles and so on relevant to the subject and topic should be sought for.

(b).   **give attention to the key ideas first and the summary** before giving in to the explanations and other embellishment.

(c).   **select materials that correspond with the needs of the time and level of education** from the varieties and details available on the given topic.

x)   **Time Scheduling for Studying.** Any time that had been scheduled for studying should be strictly adhered to since it forms a strong base for any effective study and should take into consideration the hours free for studying by making out adequate time for relaxation, games. social activities. sleep and other activities. The simplest method of making a schedule is to have a personal time-table whereby difficult subjects or courses are scheduled for periods when one is not day-dreaming. at best in attention. energy and motivation to work. Having personal time-table also helps in the distribution of accumulated work load. the

achievement of equilibrium in all subjects studied without neglecting anyone and in derivation of a personal satisfaction.

xi) **Goal Setting.** Goal setting keeps one in target and commits one to the work. Students need to set goals or priorities which are realistic and acceptable in their course of study and also work towards achieving them. Goals should be realistic to produce maximum performance while unrealistic goals should be avoided since performance will drop off as a function of reduced motivation. Distance learners should therefore note that when goals are used improperly, they can actually be dysfunctional and become a major source of stress.

xii) **Knowing the Text.** This entails surveying the textbook, reading the preface/introduction/forward/contents, glancing through the index and checking for glossary.

xiii) **Concept Mapping.** This is noting down the central idea and the topics of the paragraphs studied in an easily accessible format. When learners study, they can make a chart like graphic representation of the materials they are studying or have studied. To achieve this, the following techniques can be used: choose and determine the amount of information for studying, read through the whole material that has been chosen for studying, locate the central idea/theme of what is being read, reread each paragraph to help identify the main topic (of each paragraph).

xiv) **Reading difficult materials.**

This is another strategy for effective study skills/techniques as discussed by Ipaye (2005). It is one of the most difficult tasks distance learners have to learn and how to effectively deal with it so as to make the best from the time spent reading. Reading difficult materials can be very uninteresting but when it is done in a skillful manner, it could be very interesting and profitable. The following steps can be adopted to overcome reading difficult materials:

(a) choose a moderate amount of material or a course material to begin and get a grasp of how the material is organized. Then, read what you understand first and read to the end. Attempt should not be made to finish everything at a go.

(b).use the dictionary; do not panic over what is read and is not understood.

(c).organize the notes by connecting ideas; go beyond the wordings.

(d).practice distributed learning by learning difficult materials in segments or in small parts so as to allow the brain to process the material, even while sleeping;

(e). re-read the section with the constructed outlines in mind; and

(f).if the reading is still a challenge; learners are advised to consult their teachers or academic counsellors.

Stress and Anxiety Management

Stress is caused by external events and the way we react/interpret events make them to be stressful. According to National Open School (2000), stress means pressure and an uneasy experience. Since stress is a part of daily living, distance

learners experience stress in terms of meeting academic demands, adjusting to a new living environment or developing friendships, etc. In fact, as distance learners, several issues like academic, psychological, economical, social, especially the unexpected can make them stressed up thereby leading to anxiety and set backs on academic progress. Anxiety has often been called the "common cold" of the emotional disorders. Most people experience anxiety in one stressful situation or another.

Causes of Stress
Causes of stress cannot be far-fetched because they can be traceable to individuals, others, major life changes and test anxiety.

(a). Stress Caused by Self (individual). These are personal stresses, which can either be many orlimited, negative consequences of failure, lack of planning or "last minute" preparation for something unavoidable which amounts to tension and anxiety, poor study habits, unprepared ness for examination whereby studying and cramming is done on the previous day of the examination, poor performance in examination, struggling to attend contact sessions perhaps because of domestic responsibilities or work demands, poor time management, some thoughts and attitudes which make one feel inadequate, inferior or insecure, for example, "my memory is poor", "I cannot speak English well", "I am unemployed/underemployed", etc;
(b). **Stress caused by others.** illness, financial difficulty, family members, mother-in-law and daughter-in-law quarrel, quarrel between spouses, etc.
(c). **Major Life Changes.** These can be geographic mobility, going to college, transfers, marriage, new job, new life style, divorce, death of a loved one, dismissal from job, etc.
(d). Test Anxiety. In any stressful situation, especially during examinations, learners experience any of the following: examination phobia, nervousness, difficulty in reading and understanding questions on examination paper, difficulty in organizing thoughts, difficulty in retrieving key words and concepts when answering essay questions, poor performance in an examination even though the material is known; mental blocking, that is, going blank on questions or remembering the correct answers as soon as an examination is over.

Life demands are so high that stress can continuously be the order of the day nevertheless. it can be managed. The following according to Counselling Services. University at Buffalo (2005. *http://ub-counseling.buffalo. Edu/stressmanagement,shtml Retrieved May 24th, 2007*) are tips for reducing level of stress: Become aware of your own reactions to stress; reinforce positive self-statement; focus on your good qualities and accomplishments; avoid unnecessary competition; develop assertive behaviors; recognize and accept your limits. Remember that everyone is unique and different; get a hobby or two. then

relax and have fun; exercise regularly; eat a balanced diet daily; **talk with friends** or someone you can trust about your worries/problems, **learn to use** your time wisely. Set realistic goals; set priorities; minimize distractions; **study in** short blocks for examination and gradually lengthen the time you **spend studying** - take frequent short breaks; practice relaxation techniques; Avoid laziness, procrastination, daydreaming, etc; expect some anxiety — it is a reminder not to panic but relax and cope steadily with the situation; and, **keep focus on the** present so as to avoid stress and anxiety.

Educational/Academic Counselling

Distance learners seek counseling for such decisions as **whether to apply for a** course or not what career possibilities to aspire for; whether to **withdraw or keep** going; how much time to devote to family/job/course; whether **or not to miss an** assignment; which method of taking notes to adopt; **whether or not to ask** questions in tutorials; and the best way to approach a topic **in an essay.** The amount of energy expended on a decision does not **necessarily reflect its** importance. While some people need no help in making **such decisions, others** appreciate the chance that counselling gives to reflect on the **criteria involved in** making the decision. The combination of the two is needful **for the purpose of** helping distance learners clarify their motives, meet their **expectations through** successful study, domestic activities and work routine.

Table 2 illustrates clearly how academic and non-academic **counselling serves as** support service for distance learners.

Recommendations

Running Distance Education in a society that is deeply rooted in a conventional system of education poses very serious challenges. For all these strategies to produce results, Distance Learners' Institutions should:

i)   Get to understand the characteristics of the distance learners in order to be able to meet up with their needs.

ii)   Help distance learners achieve their goals by providing adequate:

(a).**Support personnel** like part-time tutors, full-time academic staff, counsellors and advisers, administrative staff. library staff, other learners staff of collaborating institutions, friends and family.

(b).**Tuition and Counseling support** (that is, intellectual support, organizational and emotional support or counseling) through: face-to-face at study centres, residential weekends and summer schools; telephone services; e-mail and computer conference; fax and post; audio conference, audio cassette and video conference; giving learners information (about fees. availability of courses etc); giving learners advice (about appropriate course choice): exploring issues with learners (helping potential learners set their goals and how the course material applies to the learners' situation and experience): taking action to help learners (for example. arrange transport for a disabled learner): advocating on behalf of

learners (giving a reference or waiving an institutional rule); giving feedback to the learners.

(c).**Administrative Support** through the dispatch of complete course materials as and when due; giving varieties of information (amount of school fees and when to be paid, when the course begins and ends, who the tutor is and how to contact him/her, when and where tutorials take place, when and where examinations are scheduled, who to contact when things go wrong or for certain kinds of information and service); the dispatch of the examination materials to the right location at the right time; accurate and complete records keeping.

(d). **Counseling Support**. As with administrative support, a great deal of counseling materials can be made available in print or other media. For example, a variety of booklets can be prepared on common problems faced by learners, including making sure distance study is the right choice; how to apply for a course; financial assistance and how to apply for it; coping successfully with unfamiliar technologies; how to write essays; how to prepare for examinations; strategies for overcoming examination anxiety, and planning for a new career.

It is hoped that these suggestions will go a long way in the achievement of the various counseling strategies that will alleviate the problems of NTI and other distance learners.

Conclusion

While distance learning system of education opens unlimited opportunities for acquisition of knowledge, the learners, like their counterparts in conventional system are confronted with psychological, physiological, economical and social problems. These, if unresolved tend to frustrate teaching-learning enterprise. There is, then, the need for educational, financial, time and stress management counseling for effective learning by distance learners.

It is therefore not an overstatement to conclude that counseling as a support service for NTI DLS is really an imperative.

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<p style="text-align:center">APPENDIX Cii</p>

BASIC GUIDANCE AND COUNSELLING SKILLS FOR JUNIOR SECONDARY SCHOOL TEACHERS IN KATSINA STATE (2009). (NTI PUBLICATION Pp 7-63)
Re-Training Manual on Basic Guidance and Counselling Skills for Teachers in Katsina State. *Manual prepared for Training Teachers on Basic Guidance and Counselling Skills in Katsina State.*

MODULE ONE: INTRODUCTION TO GUIDANCE AND COUNSELLING

Most of the times, learners both as individuals and in groups, present problems that even the experienced teachers find difficult to handle. The high incidence of related problems in the school environment nowadays – for example, drug abuse, cheating, insubordination, truancy and intimidation-result in countless school and classroom disruptions. Hence, the need for acquisition of necessary skills in guidance and counselling by Nigerian teachers.

This module deals with understanding the concepts of guidance and counselling. It also examines the need for guidance and counselling, the importance and finally, the components of guidance and counselling.

The aim of this module is to equip you with the basic knowledge on guidance and counselling.

OBJECTIVES
By the end of this module, you should be able to:
(i)   explain the concept of guidance and counselling
(ii)   identify the components of guidance and counselling.
(iii)   have a better understanding of the importance and the need for guidance and counselling in the educational system.

UNIT 1: UNDERSTANDING THE CONCEPTS OF GUIDANCE AND COUNSELLING

INTRODUCTION
The need for and practice of helping, teaching, directing, guiding and caring for people have been in existence wherever and whenever one turns to his fellow man for help. In our various homes and communities, children and young adults are cared for, directed to grow, guided and developed towards maturity.
You might have been thinking the term guidance and counselling can be used interchangeably. Each term has different meaning and can be defined together as one.

WHAT IS GUIDANCE AND COUNSELLING?
Both Guidance and Counselling are processes of helping clients solve problems of life. The basic difference is in the approach.

Guidance
Guidance is for all. It is provided holistically and globally. In the process of guidance, the client's problems are listened carefully and readymade solutions are provided by the expert. It is also a developmental process which helps your learners to:
➢ Understand themselves, their abilities and short comings.
➢ Accept, develop and utilize these abilities.
➢ Adjust to a new environment
➢ Realize their potentials and set realistic goals
➢ Put together new experiences with self concept.

In other words, guidance can also be a preventive measure taken to help an individual guard against getting into problems. It is also more general than counselling because guidance offers suggestions on how to explore various alternatives.

Counselling

Counselling on the other hand is on one-to-one basis, or for a small group. It is not about advising, pleading or force but a healing process through which the teacher seeks to:

➲ Establish a relationship in which learners can express their thoughts and feelings on their own.

➲ Help learners overcome their problems and correct the temporary situations of events.

In this way, counselling assists individuals to make their own decisions from amongst the choices available.

In the process of counselling, the client's problems are discussed and relevant information is provided in-between. Counselling may also offer suggestions, but it tries to teach you methods for reaching your goals and can help you determine what your goals are. At the end of the counselling process, the client has an insight to the problem and he/she becomes empowered to take decision and become responsible for his/her action.

From these definitions therefore, you can see that there are differences between guidance and counselling.

GUIDANCE AND COUNSELLING

Having defined the two concepts, it can be deduced that guidance and counselling is an ancillary (supplementary) service in education which stresses the need to help someone in need of assistance and to making sure that goals set are realized.

The set of decisions that emanate from guidance and counselling process may be the same but in the first process, the decision is taken by the guide whereas the client takes his/her own decisions in the later process.

Since readymade solutions (taking decision for others) were provided in guidance, the client may or may not follow it but most often, decisions taken in the process of counselling are followed from the "bottom of the client's heart".

Arising from the above, it can therefore be inferred that guidance and counselling act as the lubricant that makes the entire school programmes run smoothly.

ACTIVITY I

From these definitions, how do you think you can make use of guidance and counselling to accomplish your task as a teacher, to establish a relationship with your learners and also to become sensitive to their feelings?. Discuss.

ACTIVITY 2

Take a good look at the learners in your class. Identify the areas you think they need guidance and counselling services to enable you apply some of the skills you will acquire to handle such situations.

ACTIVITY 3

In your thoughts, to what extent do you see guidance and counselling as a service that acts as the oil that makes the entire school programmes run smoothly? Discuss and make group presentation.

UNIT 2:   COMPONENTS OF GUIDANCE AND COUNSELLING

INTRODUCTION

To effectively render guidance and counseling services in the school, it is necessary for you to identify the types of services available. There are several types of counseling but we will discuss on the relevant ones you need as a teacher for this purpose. These include:

* Educational guidance
* Vocational guidance
* Personal-socio guidance
* Individual counselling
* Small group counselling.

The knowledge of these aspects will help you as a teacher to face the challenges ahead of you.

We can now discuss the types of guidance and counselling that can be obtained in the school system.

EDUCATIONAL GUIDANCE
Educational guidance focuses on study skills, issues connected with examinations, timetabling, note taking and academic counselling.

ACTIVITY 1
* Bearing this in mind therefore, what do you think educational guidance will really focus on?

Did you consider the following?

EDUCATIONAL GUIDANCE:
* Helps young people to pursuit the right type of education.
* Assist the individual to make decisions about education, for example, knowing subjects' combination or options, available courses and what it entails, available schools, admission requirement and educational opportunities.
* Facilitates smooth transition of children from home to school, from primary to secondary school, from secondary to post secondary educational institutions and to the world of work.
* Helps students cope with examination anxiety, that is, fear of failure or scoring the highest grade.
* Helps students to develop effective study habits so as to increase their competence in academics.
* Provides students with meaningful educational experiences thereby making education relevant to life and living.

ACTIVITY 2
* If you considered any of these, what effect do you think it will have on learners? Brainstorm on this and make presentations.

Judging from the above, let us now reflect on some of the following tips that you can apply to help learners in their academics, especially in the area of effective study practices. This will also help you better in rendering vocational guidance service to your learners.

Tips on Effective Study Practices
Some of the tips you can give include the following:

- Make a schedule of your home study time-table, believe in its efficacy in improving your study performance, then stick to it.

- Distribute 60 percent of your study time evenly among your subjects (courses), then distribute the necessary 40 percent, taking into consideration the relative importance and difficulty of subjects (courses).

- Do not miss class activities (tutorials) for any practices during contact sessions even if you feel you can make up the missed lessons.

- Each episode of your study period should be viewed as a challenge. Study as if you have examination the following day.

- Do not attempt to study everything at a stretch or all course content in one day. Divide the work into small units, master each unit before going to the next.

- As you study, make an outline of the salient points in the materials studied.

- If you must have a long study session, have short breaks between subjects. Each time you resume, work to maximum ability.

- When you study, organize the study materials in such a way that all related materials are available, handy and together (note books, textbooks, revision questions, etc.).

- After studying, apply what you have studied at the slightest test opportunity. Create opportunities to recite what or apply what you have studied. Teach people what you have learnt so as to retain the ideas effectively.

- Always attempt revision question after reading a material.

- Develop a positive attitude to examinations. You can introduce some humour to it. Do not get upset at slightest hint of examinations

- If your mind keeps jumping as you are about to write examinations or class tests, breathe in very deeply and breathe it out slowly. Do it several times and tell yourself there is nothing to be afraid of, as you practice this exercise. You will discover to your astonishment that fear will disappear and your mind is relaxed. This is called self relaxation therapy.

- After reading through examination questions and you discover that the questions are unfamiliar, do not panic, relax a while, then read the questions again and start the questions where you have the closest approximation of the required answer.

- During examination, do not compare your work with the work of your neighbour. You may get unnecessarily excited at the volume of work done by your neighbor.

- At anytime during examination, you discover that you have tension and are unable to concentrate on the examination, practice the self-relaxation therapy.

- If you discover that time is running out in the examination and you still have some questions to answer, do not panic. Just summarize your answer for each number ensuring that all the relevant points are outlined.

- Those who study and prepare adequately for examination do not usually experience examination tensions and anxiety.

- You must adopt one systematized study method or a combination of the various study methods.

- When you know the subject (course) topic to be taught in the new weeks,, read it up in advance so that you can follow the lesson easily in class.

- Work and pass class assignments promptly. Do not abandon your class assignments for any reason.

- Prepare your mind to accept new ideas as you begin to study. You can do this by repressing unrelated thoughts to the materials studied.

- If you are unable to concentrate as you study, stop and analyze yourself to find out why. Attend to the distracting factor if it cannot wait so that you can concentrate.

- The best preparation for examination is to organize your work and study conscientiously from the first lecture (tutorial).

- Meet your teachers (tutors) for further explanation when you are unable to understand a particular topic.

- Study and discuss subject matters in groups once in a while.

- Be careful in your selection of a study venue. Attempt to have your studies in one particular place that is quiet and well lit/

- Be careful in your selection of a study venue. Attempt to have your studies in one particular place that is quiet and well lit.

- Clear your reading table when you study; ensure that only materials related to your study are found on the table.

- Finally, you must pray for God's guidance and blessing in your academic struggle. That, in fact should be the starting point!

ACTIVITY 3
- Think of how best you will teach these tips to make a meaningful impact on learners' study practices. Make it a duty to always remind them that "as they lay their beds, so they will lie on it".

VOCATIONAL GUIDANCE
This is a process of preparing individuals to choose, maintain and remain in a job. It will also help you as a teacher to:
- Provide your pupils with information on the world of work, adequate self analysis of individuals and preparation of children for future occupational choice.
- Assist pupils to make the best vocation choice
- Ensure that learners' education, curricular and extracurricular activities are useful and will eventually result in something worthwhile.
- Encourage your pupils in decision making and maximum use of all educational opportunities since it will be a benefit to them.
- Provide information about occupational opportunities and the available opportunities that exist.
- Assist your pupils to understand themselves in terms of abilities, interest and their environment.
- Assist your pupils to acquire knowledge of the practical procedures needed for getting a job and progressing in it.

ACTIVITY 4

- Imagine you are to offer a vocational guidance to your pupils, what are the points to consider?

BRAIN STORM ON THIS SCENARIO:
Scenario 1
A primary six teacher in one of the public schools in Katsina State is faced with the task of arousing her pupils' interests to the world of work so as to sensitize and assist them to make the best vocational choices in future.

- How will she make use of the vocational guidance to achieve her aims?
- Think about this and jot down the steps you will take.

PERSONAL-SOCIAL GUIDANCE
Personal-social guidance cuts across educational and vocational guidance. It has to do with assistance given to learners in their:
- Personal and social concern.

- Maladjustment problems, which include:

  - Personal unhappiness
  - Anger and annoyance
  - Inability to meet needs
  - Inability to achieve desired goals
  - Anxiety/tension/frustration/stress
  - Lack of knowledge
  - Partial or total failure.

By so doing, you will be able to assist learners to be tolerant and principled, to attain mature personality traits, self acceptance of personal inadequacies and social responsibility.

ACTIVITY 5
For you to render personal-social guidance to your learners, you need to be sensitive to their feelings. List steps you can take to achieve this if you happen to observe that some learners are in these situations.

INDIVIDUAL COUNSELLING
In individual counselling, you work with one pupil because he/she may have a specific or unique problem which he or she is not ready to disclose in the presence of others.

ACTIVITY 6
Do you have a learner like that in your class?
- If so, where and how do you think his/her problem should be discussed and handled?

- Can this pupil trust you to the extent of sharing personal problems with you? Reflect on this.

SMALL GROUP COUNSELLING
Sometimes you will find it necessary to work with several learners in one given session. These are learners facing similar challenges and they can help each other in understanding their problems in the healing process.
You must therefore ensure that you do not force learners who are not ready to share their problems to attend group sessions. On the other hand, you can still encourage them to do so because group counselling plays a very important part in guidance and counselling.

ACTIVITY 7

- In what ways can you encourage your pupils to share their problems in group sessions?
- Gather the information you have on some pupils passing through difficult times. Use this to group them together for some counselling sessions.
- Observe the healing process to see the impact it has made on them.

UNIT 3:   IMPORTANCE OF GUIDANCE AND COUNSELLING

INTRODUCTION

There are times when you have something; you might not know its value until it is lost. As a teacher, if you do not know the value of guidance and counselling, you may not want to bother about it. You will then agree that the need for and practice of helping, teaching, directing, guiding and caring for people have been in existence whenever and wherever man turns to his fellow man for help.

IMPORTANCE OF GUIDANCE AND COUNSELLING TO THE SCHOOL SYSTEM
The terms guidance and counselling are not entirely new concepts because they have been in existence even in the traditional society. Male and female elders are charged with the responsibility of guiding and counselling boys and girls respectively because these elders have information on how to behave like adults. They also teach youths about their roles in the society. The traditional set up that used to be in place has thus been replaced with modernization because we are now living in the world full of complexities.
You can then ask the question, "of what importance is guidance and counselling to the school system"?

In the school system, Guidance and Counselling:
- ► prepares learners towards making decisions on educational, vocational and personal-social issues;
- ► helps children to handle interpersonal / intrapersonal relationships;
- ► develops the whole child;
- ► contributes towards learners' academic performances;
- ► exposes children to the importance of education thereby reducing the rate of dropout and truancy and increasing the rate of smooth transition from primary level to other levels of the educational system;
- ► remind learners of the various opportunities they will gain after primary school which then prepares them for what to expect in the next level of education;
- ► exposes learners to issues associated with examinations like examination anxiety, fear of failure, cheating etc;
- ► sensitizes learners on the need for a healthy/effective study habits.

ACTIVITY 6
- ► With these brief explanations, do you think guidance and counselling is of any benefit to the school system?
- ► Justify your reasons and discuss with other teachers.

UNIT 4: THE NEED FOR GUIDANCE AND COUNSELLING

INTRODUCTION

Have you ever stopped to think that there is a need for something at every point in your lives? Although secondary school guidance and counselling is a necessity, there is the need to start from the Junior Secondary School level. Hence, careful guidance and counselling at the JSS level could save much counselling at the Senior Secondary School level because it would have helped to produce a full functional individual.

In brief, the need for guidance and counselling include the following:

⇨ helping learners to talk about feelings, listening to one another and exploring alternative and desirable ways of responding to their feelings.

⇨ sensitizing learners' attitudes and beliefs that the world of work develops during childhood years;

⇨ helping all children, not just the exceptional but the so-called average and even slow children;

⇨ facilitating and encouraging class participation in schools;

⇨ understanding children's needs and what to do to meet these needs or correct the deficiencies;

⇨ assisting children to acquire vocational skills through introductory subjects like home economics, agriculture, arts, typing, etc

⇨ preventing personal, social, educational and vocational problems that children may have in future.

WHAT THEREFORE IS THE NEED FOR GUIDANCE AND COUNSELLING IN THE SCHOOL SYSTEM?

ACTIVITY 7

• Do you think teachers need guidance and counselling to function effectively in your school system? Give reasons for your answers as regards your everyday activities.

As you teach every day, take a record of all daily experiences in your diary. At the close of each day, recount these experiences and identify areas you think the school and the learners will need guidance and counselling services.

ACTIVITY 8

• Having gone through this unit, in what ways can you say you have tried to assist your learners using:
a) educational guidance.
b) vocational guidance.
c) personal-social guidance.
d) individual counselling.
e) small group counselling.

ACTIVITY 9

• Judging from all you have learnt, can you then, justify the need for Guidance and Counselling in the school system?

MODULE 2: STAGES OF GROWTH AND DEVELOPMENT OF THE CHILD

INTRODUCTION

The period of formal education for many children is a period of rapid physical growth and psychomotor development which have significant implications for their psychological well being.

As a teacher, there is that tendency to remember your pupils as little children of five, six or seven years old, perhaps 122cm tall when they were first admitted to school. In fact, you even saw them leaving at the end of their Basic Education much taller than they were in their early days in the school system. Equally impressive and perhaps more dramatic is when the children in a particular class, may be of the same age, but are probably at different stages of physical growth and development, exhibiting different characteristics.

Whatever it is, as a teacher, you are expected to identify the stages of growth and developments of the child to enable you handle them properly.
Let us now examine these various stages, characteristics and educational implications as the case may be to the learning environment.

OBJECTIVES

By the end of this unit, you should be able to:

• Identify the stages of growth and development of a child.
• Identify children's needs and adopt strategies for meeting the needs.
• Guide learners to set achievable life goals and aspirations
• Apply guidance and counselling to prepare learners for adult life and create occupational awareness in them.
• Guide learners and sensitize them to the world of work.
• Organize career week/day to expose learners to various occupational environments.

UNIT 1:   STAGES OF HUMAN GROWTH AND DEVELOPMENT

INTRODUCTION

The child's physical growth and development starts immediately at pregnancy and continues from then on, except if environmental factors prevent it from taking place. In this unit therefore, the stages of human growth and development are being identified with emphasis on the stages that fall within the JSS level.

The various stages of human development are outlined as follows:
• Stage one-   Pre-natal
• Stage two-   Infancy
• State three-   Early childhood
• Stage four-   Late childhood
• Stage five-   Pre-Adolescence
• Stage six-   Adolescence
• Stage seven-   Adulthood

Having identified these various stages, we will now focus on the characteristics of children at stages four to five, because they are within the JSS level.

CHARACTERISTICS OF CHILDREN AT THE JUNIOR SECONDARY SCHOOL LEVEL

Character is the behavioural trait that is constantly being shown by an individual. It is not learnt in a day but is acquired bit by bit as an individual relates to other human beings in the environment. The general belief among some psychologists is that the first 5 to 6 years of a child is very important because all his/her necessary behaviours would have started to form at this period. Hence, the core of an individual character formation begins when the child is born up to the fifth or sixth year which then continues until adulthood.

As a teacher, you may be aware that children have a wonderful way of learning especially in their early years, hence, their foundation must be laid on a solid rock.

You are therefore expected to be aware of those characteristics associated with children at each stage to bring about good interpersonal relations. The purpose of this is to enable you identify the characteristics that can be exhibited by the learners in your classroom and the Basic Guidance and Counselling skills required for positive adaptive behaviours.

Let us now consider stages four to five and some of the characteristics they can exhibit and the implications before we discuss the acquisition and application of the Counselling skills needed for such.

Late Childhood Stage – Stage Four (Ages 8-10)
Learners in this stage are:
- Alert, friendly and can make self-decisions.
- Very active and alert to group activities.
- In need of definite responsibilities, reasonable explanations and constant reminder of their responsibilities.
- Dependable, reasonable and responsible.
- Easily discouraged but can make plans on their own.
- Believe/have confidence in their teachers more than any other person.
- Outspoken and can criticize adults.
- Disobedient and uncooperative.

Pre-Adolescence Stage -Stage Five (Ages 11-13)
Some characteristics learners in this stage can exhibit are:
a. They tend to challenge every notion of life and be over-critical.
b. They see parents and adults as knowing nothing.
c. They express a feeling of belonging, acceptance and warm affection from peers and adults.
d. There is a change in height and body proportion (growth spurt), voice change (in boys) growth of hair in centre parts of the body and appearance of monthly cycle (menstruation - in girls).
e. They have the ability to generalize, develop increased understanding and make independent decisions.

From the foregoing therefore, it can be said that teachers must be empowered to acquire basic Guidance and Counselling skills to enable them render Guidance and Counselling Services to the learners.

The Educational implications of human growth and development and the characteristics of learners at the JSS Level would therefore help you to:

1) Arrange learning experiences in sequential order to reflect the stages of growth and development. For instance, in teaching "parts of speech" in English Language at the JSS I level, the learning activities can be arranged in sequential order to reflect the age range of the children, for example; *"Emeka is a **man**." "Mr. Olumide, please **man** my business for me".* In these two sentences *"**man**"* in the former is an adjective while in the latter, it is a verb but the same word.

2) Be gender-sensitive in providing experiences and activities so as to bring about gender equity in the teaching – learning environment.

ACTIVITY 1

1. Take a deeper look at the learners in your class and do the following:
(a) Identify the age level and the stage they are now to enable you group them together for teaching and learning activities/experiences.
(b) Try and arrange teaching and learning activities / experiences in sequential order taking into consideration their stages of growth and development. This will enable you to:
    i) identify any learner having learning difficulties or passing through critical character formation; and
    ii) Achieve your behavioural objectives at the end.
(c) Be gender-sensitive when providing these experiences and activities to bring about gender equity.

UNIT 2:   NEEDS OF CHILDREN

INTRODUCTION
Meeting psycho-social and physical needs of learners is very important to ensure school adjustment and enhanced academic performance. Under this unit, you will be acquainted with some selection of children's needs and strategies of meeting these needs.

You are also expected to discuss in your groups how you have been handling some of these experiences in your class for better understanding.

THE NEED FOR AFFECTION
Every child in your class wants to be loved and appreciated. The learners in your class need the affection of their classmates as well as yours. When you deny learners affection, they become sad, lonely and anxious. For instance, an eleven year old learner would come up to you and wish to discuss his/her experience. This learner needs affection. You can then:
- provide opportunities for the learner to build up relationship with classmates and close friends apart from the discussions with you.

- encourage relevant group activities to meet this need.

THE NEED TO BELONG
Learners need to feel they are accepted members of their groups. Where they feel not accepted or belong to a group, they will do everything possible to associate with any group to overcome their emotional disorders otherwise, they can become **isolates (cut off) or withdrawn (reserved).**

As a teacher, you must not laugh at or make fun of them otherwise, they will feel unacceptable. Rather, you can encourage them to:
- belong to Boys' Scouts, Man O'War, Girls' Guide, cadets, religious organizations(Christian or Muslim), clubs/societies(for example, science club, mathematics club etc).

- build up relationship with classmates, peer groups and teachers.

THE NEED TO ACHIEVE

Children, like adults, need to feel they are achieving something. This need is closely related to the need for recognition, regard and good position.

You can help them meet this need by:

- recognizing whatever they achieve, no matter how little.

- differentiating classroom responsibilities according to the difficulty level to allow both slow and fast learners and dull and bright pupils complete classroom responsibilities.

- grading learners' assignments according to their abilities to give each learner an opportunity to successfully achieve something. This gives both the gifted and average pupil opportunity to work at their speed without frustration.

Therefore as a teacher, you need to be active and alive to your duty, content method, assignments and activities, so that every pupil has the opportunity to feel challenged and motivated.

THE NEED FOR INDEPENDENCE

From childhood, a child wants to be an independent individual. For instance, when being fed, she cries and wants to free herself from the mother's hold. Later, she tries to take the spoon from her mother to feed herself personally.

You need to appreciate that learners need little interference in their chosen responsibilities, although they like to be helped when in difficulty. In general, they are happy to work on their own.

This should not be misunderstood for stubbornness and disobedience but a show of independence. Sometimes, learners feel the need to challenge authority, especially when they feel you do not want them to be free. You need to:

- ask them before you make decisions about whatever affects them, what they will learn and how they will learn it. This does not remove your position as the leader of the class.

- be careful when giving them physical punishment for any misbehaviours.

- give rules guiding arrival, attendance, lateness, plays, work, meals, talks, etc. These rules should not be too many or tight to follow.

THE NEED FOR SOCIAL RECOGNITION

This need may look like the need for achievement. ('social achievement'). Every learner, like any other, wants people to appreciate him/her. You should therefore:

- Give learners opportunity to be praised, recognized and honoured by appointing them as leaders/prefects or captains.

- ensure every learner is given one responsibility or the other, for instance, class captains, group/subject teachers etc. Others will be in charge of classroom cleanliness.

- create room for social recognition so that some learners will not go to bad places to achieve these needs.

THE NEED FOR SELF-ESTEEM (SELF RESPECT)

This need makes learners to feel self-dignified. Learners who were given honours for good behaviour will want to maintain it to add value to their feelings of self-importance. You should therefore encourage learners to keep it up and be humble.

PHYSICAL NEEDS

These needs include the need for food, water, sleep and rest, activity, clean environment, restroom,(toilet), finely built buildings etc. You may not be in the position to meet these needs adequately but your knowledge of these needs will help you offer guidance to parents during open days when they will visit schools and interact with their children's teachers.

VOCATIONAL NEEDS

Learners are capable of doing some things and may be looking for opportunities. You can help them achieve these needs by exposing them to different work environment that will contribute to national and personal development.

ACTIVITY 2

1. Identify learners' needs in your class, group them together and start applying these skills to help them with these needs.
2. Is there a particular learner who is in need of independence or any other need as the case may be?
   a) As a teacher, start applying the skills you have just acquired in this unit to help that learner meet this need.
   b) Do this every month to tell your learners that you care for them.

UNIT 3:   SETTING LIFE GOALS/ASPIRATIONS (CAREER DEVELOPMENT)

INTRODUCTION

Every growing child daydreams and expresses desire to become the person of his/her vocation/ choice. In this unit, you will learn about:

- strategies of helping learners set realistic goals that will reduce frustration of setting unachievable life goals;
- occupations that have vocational value in helping learners choose, enter and succeed in their career; and
- the issue of educational placement which helps in putting an individual child into the class that is best for him/her.

Some of the strategies for setting realistic goals are discussed below:

SELF-KNOWLEDGE

It is important for you to know that setting life goals and making career choices are key factors in learners' choice of occupations. When a child chooses an occupation, he/she is implementing self-concept, that is, what she/he thinks she/he is. Note the following steps:

- **Choice of career**

  This starts with clear understanding of self, abilities, ambitions, strengths, weaknesses, interests, actions etc.

- **Job analysis**

  This entails a good understanding of assorted types of jobs as regards minimum requirements for employment, promotion, training and retraining programmes, salary structure, work hazard, retirement benefits, daily schedule, provision of leisure time, challenging nature of the job, advantages and disadvantages of job analysis.

- **Realistic matching**

  Realistic matching is matching one's personal characteristics with a job based on sound reasoning.

- **Personal and societal satisfactions**
  These are achieved when there is a reasonable/appropriate match between a learner and work characteristics (demands).If there is wrong match between personal and work demands, learners will be frustrated and disappointed on the job.

EDUCATIONAL PLACEMENT
Educational placement is putting an individual child into the class that is best for him/her. In educational placement, you help learners:

- Find their proper level in the school by putting them in a class according to their abilities. This is also referred to as *streaming* whereby bright children, average ones, arts/science students are being placed properly.

- who are good in working with their hands by sending them to a vocational training school to learn a trade.

- to know which school, college, polytechnic or university that best offers the type of course they are interested in doing.

Need for Educational Placement
Educational placement is needed to help students in various ways. To be able to carry out this service well in school, you need to:
- have recent information about the schools and about the learners' abilities and interests;
- make it open because it is for everyone; and
- involve parents and learners in the placement because it is not the work of a single person. This is done by asking teachers, parents or even learners themselves to give any information they have to do a good placement.
- Compile examination and continuous assessment scores (teacher-made tests and assignments) to:
a) evaluate students' progress in order to help you place them in the proper class (streaming) according to their abilities.
b) predict future performances that will help you prepare learners to face the academic challenges before them.

STRATEGIES FOR CAREER DEVELOPMENT
Career development is a life process that requires application of basic strategies that go with stages of growth and development (age level). The following strategies are discussed with their corresponding levels of basic education.

EARLY CHILDHOOD STAGE

- **Autobiographical Technique**. Learners are made to say who they are, their hobbies, interests, their heroes/heroines (people they like) and why they like them.

- **Expose learners to professionals** at work settings such as teachers, mechanics, musicians, carpenters, journalists, nurses, technicians, sports men/women, poultry, pottery, weaving, tie-dye, tannery (hides & skin), etc;
- **Show films** about workers on the job;
- **Organize** excursion to natural work settings.

LATE CHILDHOOD STAGE
⇨ **Engage** learners in debate and discussions to describe their parents' occupations;
⇨ **Organize** field trips;
⇨ **Organize** film shows with discussion on the observations.

PRE-ADOLESCENT STAGE
- ➢ **Guide** students to make undecided career choices;
- ➢ **Explore** key occupational areas and encourage them to engage in self-assessment to discover their interest, aptitude and abilities;
- ➢ **Use** guest speakers and visit work settings to help them in decision-making;
- ➢ **Make** library services available to pupils ,for example, newspapers, magazines, cut outs, etc;
- ➢ **Study** job titles, types of different jobs/duties, tools used, activities involved, daily routine on the job, prospects of growth, qualification, retirement benefits, risk, etc.

ACTIVITY 3
1. Do you believe that your learners have set goals or even know why they must be in school?
a) If yes, how can you help them, to achieve these goals?
b) If no, apply these strategies to awaken their interests on career development.

UNIT 4: PREPARING LEARNERS FOR ADULT LIFE AND CREATING OCCUPATIONAL AWARENESS

INTRODUCTION
In Module 2, Unit 2, we discussed components of counselling which covered all other aspects of human life.

In this unit, we will look at one important aspect of Guidance and Counselling, which is preparing learners for adult life and also creating occupational awareness in them.
We will also discuss how the three main components of Guidance and Counselling, that is, Educational, Vocational and Personal-Social – are used to prepare learners for adult life so as to create occupational awareness in them.

STRATEGIES FOR PREPARING LEARNERS FOR ADULT LIFE
We can now ask the question, "How can we use these three components to prepare learners for adult life and also create occupational awareness in them?"
Some of the strategies that can be adopted are listed in the table 1:

*Table 1: **Strategies for Preparing Learners for Adult Life***

EDUCATIONAL G & C	VOCATIONAL G & C	PERSONAL-SOCIAL G & C
This takes care of educational problems and programmes of learners. You are therefore expected to use guidance and counselling to prepare learners for future educational pursuit by: • Listing and pasting various subject combinations and choices in line with different occupation. • Getting different tertiary institutions' brochures and newspaper cutting on admission requirements. • Providing learners with information on other educational opportunities e.g. vocational	This is the process that prepares learners to choose, maintain and remain in a job. Teachers should: ▪ Provide learners with information on the world of work by: ▪ Help learners to be familiar with the occupations that are connected with different subject combination. ▪ Expose learners to different kinds of jobs and the ones that fall within their interests. ▪ Help learners identify their abilities and interests so as to think about the profession to choose later in life. All these can be achieved by:	This has to do with assistance given to learners in their personal and social concern, educational and vocational needs. Teachers should be sensitive to learners' personality and maladjustment problems which include: ▪ Personal unhappiness ▪ Anger/annoyance ▪ Inability to meet needs ▪ Lack of knowledge and self confidence ▪ Anti social behaviors (inferiority complex, abuse

EDUCATIONAL G & C	VOCATIONAL G & C	PERSONAL-SOCIAL G & C
education. • **Paste the information on the school bulletin board to create awareness in learners.** • **Paste posters:** a) **Disabusing learners' attitudes towards examination malpractices.** b) **Encourage good examination ethics.** c) **Showing actions that go against school rules and regulations which can lead to disciplinary actions. (E.g. truancy, lateness, fighting etc)** d) **Displaying list of good and bad habits and the effects on learners.** e) **Educating learners on guarding against sexual harassments, undesirable behaviors (smoking, drinking etc)** f) **Educating parents on negative consequences of early marriages and positive effects of education of the girl child.** g) **Educating parents and teachers on gender discrimination and gender sensitivity.** h) **Educating learners on family life and expectations. Encourage them to prepare and use personal time-table and also to follow it.**	▪ **Pasting posters on job categories and their description should be pasted on the bulletin board to sensitize and create the awareness in learners.** ▪ **Use of different teaching methods to help learners identify their abilities and interest. For example role-playing, dramatization, activity etc.** ▪ **Assign roles and give responsibilities to learners to bring out the qualities in them. For example, class prefect, school prefect, marking of school weather charts and class assignment etc** ▪ **Organize career week/day to sensitize and to create the awareness on the world of work to learners. Teachers should:** a) **Invite experts, professional and consultants in different profession for discussion.** b) **Allow learners to be free and participate fully in discussions.** c) **Get the address and telephone numbers of the invited professionals for future references, communication and further interactions.** d) **Organize field trips to visit places of educational interests, study real things, meet people in their actual environment, gain on the spot experience, add to previous knowledge and bring back additional information for further discussion.** e) **Experiences gained during field trips are more appreciative, lasting and more meaningful to the learners.**	of opposite sex etc.) ▪ **Partial or total failure in life goals** ▪ **Examination anxiety** ▪ **Frustration and stress etc** **When all these are observed and identified, teachers/schools should:** a) **Organize interactive session with the learner (fax a particular time to do this interference).** b) **Reflect on the discussion to decide on the next line of action.** c) **Organize small group counselling sessions to help learners listen, discuss and interact with others who have the same problems.** d) **Seek permission from the school head to take necessary action** e) **Invite the parents/guardians to discuss as the case may be.** f) **Solve problems that do not need parental interventions.** g) **Make referrals if the case cannot be handled. If these steps are taken, the teacher and the school will.** h) **Cultivate an attitude of healthy relationship with others.** i) **Encourage other teachers to be sensitive to learners' response to teaching and learning process.** j) **Cope with stress in a healthy manner.** k) **Assist learners to attain mature personality trait.** l) **Desensitize learners' anti-social behaviors.**

ACTIVITY 4

• Have you learnt something? Then, begin to practice what you have learnt gradually.

• Consider this case study:

CASE STUDY

Mrs. Mohammed is a teacher in a rural primary school. She is well qualified and has been teaching for quite some number of years. Her major problem is the large class size she has to manage in the school.

Each time she is teaching, she notices that some learners do not respond well to learning and this gives her a lot of concern at the close of each day because she has tried her possible best to handle the situation without positive results. Infact, she feels so incompetent and unfulfilled because some of the learners are not doing well.

- Have you ever experienced such since you have been teaching?

- If so, list steps that you have been taking to solve this type of problem and compare with what you have just learnt.

- Identify the areas you need to make adjustment in your approach and put your new experiences into practice.

ACTIVITY 5

1. As learners come to you for one problem or the other, do you keep record of what you achieved in solving their problems? Reflect on this and make adjustments in your record keeping approach.

2. Make a list of some of the problems your learners have discussed with you. Rate yourself to see how you have been relating with your learners.

OCCUPATIONAL TEACHING

Every subject taught in school has vocational value in helping learners choose, enter and succeed in their career aspirations. As a classroom teacher, you are expected to let learners appreciate how important your subject is to their career choice. There are various approaches you can use as a teacher to promote learning.

The need for acquiring these skills is to make learners learn how to assess themselves in their early lives, identify their abilities and interests that will help them to think about the profession they will want to choose later in life.

APPROACHES TO LEARNERS' SELF ASSESSMENT

There are various ways in which learners can assess themselves. Your task is to make them appreciate the importance of each subject to their career choice.

These, you can do by:

a) **Getting learners to be familiar with the occupations that are connected with your subject as well as the other school subjects.** For instance:

- Mathematics is a foundation course for all science based occupations;

- English Language is a core subject for all arts based professions;

- All subjects are relevant to teaching profession;

- Introductory-Technology is relevant to all engineering and architectural related courses;

- Fine Arts is relevant to fashion designing, textiles, indoor decoration and landscaping (Horticulture/aesthetic).

- Emphasize the value of each occupation to the survival of mankind. That is, *no occupation is of superior status over the others.*

Learners therefore in their early years need to be exposed to different kinds of jobs in the country if they have to make meaningful plans later in life. The primary objective here is to expose learners to the knowledge of jobs available in the country and the one that falls within their interests.

The following shows the ten categories of vocational interests and the brief descriptions of each in table 2.

Table 2: Categories of Vocational Interests

	Job Interest Categories	Brief Description
1.	Outdoor	Involves outside work e.g. gardening, taking care of animals, trees, etc.
2.	Mechanical	Those with this interest like to work with machines, tools, fix mechanical objects like clocks, radios, etc.
3.	Computational	These people enjoy working with numbers and figures and apply them in book-keeping, accountancy, etc.
4.	Scientific	Includes people who enjoy science subjects like Biology, Physics, etc. They like discovering new ways of doing things, enjoy solving problems.
5.	Persuasive	These people enjoy influencing, meeting people, initiating a project, speaking in public, e.g. politicians, salesman, etc.
6.	Artistic	He likes to arrange things to look beautiful or give pleasing effect by blending colours, e.g. interior decorators, architects, etc.
7.	Literary	Enjoys reading, writing, English, History, and work as journalists, teachers, etc.
8.	Musical	Likes music, attending concerts, singing, playing instruments, e.g. musicians.
9.	Social Service	Likes to help people, work with the sick, unhappy, e.g. counsellors, nurses, doctors, social workers, teachers, etc.
10.	Clerical	Likes office work which is routine e.g. book-keeping, typing, accounting, etc.

Source: Ogbodo, R.O.(1998). Basic Career Information for Primary and Secondary School Pupils (adapted from Achebe, C.C. 1986)

b) **Using other approaches to encourage, sensitize, promote and direct learning**.
The need for acquiring these skills is to make learners learn how to assess themselves in their early lives, identify their abilities and interests that will help them to think about the profession they will want to choose later in life.
Some of these skills include:

Role-playing
This skill encourages learners to talk about themselves freely by others' roles as they see them. It also helps learners to consider various methods to solve problems.

Steps to follow:
i) *Teacher Activity*
  - Tell learners the roles to be played, what to look for and call them to play the different roles.
  - Evaluate the role played in order to see the learning outcomes.
ii) *Learner Activity*
  - Select different professions and role-play them, OR
  - Form small groups to dramatize career.

- At the end, think of the interests and abilities in the profession role-played.

Dramatization Method

This helps learners put into action what they have seen, heard or read. It may take the form of role-playing because most children do not have any knowledge or experience of their own until they test it by doing it.

Steps to follow:
i) *Teacher Activity*
- Summarize the event to be dramatized, break them into scenes and call them for the dramatization.
- Supervise and make corrections where necessary.
- Evaluate the dramatized event in order to see the learning outcomes.

ii) *Learner Activity*
- Form small groups
- Each group prepares its materials like costumes, tools and other relevant items.
- Break the events to be dramatized into scenes.
- Each group performs in turn within a given period of time.
- At the end, think of the interests and capabilities in the events dramatized and imagine yourself in that profession.

Activity Method

This method allows a teacher to direct learning through activities. It also makes learners learn to do by doing so as to remember what they have done.

Steps to follow:
i) *Teacher Activity*
- Collect learning materials and give guidelines on how to use them.
- Set the learners to work with their materials either individually or in small groups.
- Evaluate learners' activities at the end.

ii) *Learner Activity*
- Line up activities to be performed.
- Select appropriate materials.
- Perform the activities as lined up.
- Invite teacher for evaluation.
- See if your interests and abilities can cope with the activities performed.

Discussion with a Consultant

This is an open discussion in which an expert (Consultant) is involved to participate as a member of the group.

Steps to follow:
i) *Teacher Activity*
- Select the professions to be discussed and invite the experts.
- Present the professions to be discussed by introducing the consultants.
- Moderate the discussion.
- Take notes on important points discussed.

- Summarize the discussion at the end and call one of the learners to thank the consultant.

ii) *Learner Activity*
- Participate fully in the discussion.
- get the summary of the discussion from the teacher
- At the end, examine yourself and see yourself in any of the professions discussed bearing in mind your interests and abilities.

Field Trip

This is a method whereby a teacher organizes his class to visit places of educational interest to study real things and meet people in their actual environment.

By this, learners gain–on–the-spot experience, add to their previous knowledge and bring back additional information for further discussion. Experiences gained during field trips are more appreciative, lasting and often more meaningful to the learners.

Steps to follow:

i) *Teacher Activity*
- Propose the trip, discuss with the Principal and secure his/her approval.
- Prepare the learners for the trip and be responsible for the trip.
- On getting there, report to the authority that would provide the guide (somebody to take them round)
- Send a letter of appreciation to the authority of each places visited.
- Share learners' experiences and feelings about the trip together and prepare a comprehensive report on the trip to the principal.

ii) *Learner Activity*
- Cooperate with teacher in planning the field trip.
- Identify areas of interests.
- Follow the guide's instructions in feeling, touching or tasting any object at the site as the case may be.
- Ask questions and take notes.
- Exhibit good behaviour
- Assess yourself and see if you can fit into that environment considering your interests and abilities.

All these methods have been presented without emphasizing which is the best because there is no single method of teaching that is perfect. You should therefore bear it in mind that a lot of vocation/career (professions) can be explained using any of these methods.

ORGANISATION OF CAREER WEEK/DAY

The reason for career week/day is to expose learners to various occupational environments. Some learners get occupational information through parents, friends and mass media. Such information is sometimes faulty and incomplete, thereby leading them to making choices that do not in match with their interests, abilities and personalities. This situation frustrates their aspirations of choosing their dream occupations.

To solve this problem, you can organize career week/day to enable learners get correct and usable information.

The following features of career week/day are highlighted for use by the class teacher:

Features of Career Week/Day
The following are some of the features of career week/day:
- Invitation of specialist speakers (resource persons) to talk to learners about careers;
- Projection of films showing various work settings.

Find below the stages of organizing career week/day:
Stages of organizing career week/day:
- Stage 1- Pre career day activities;
- Stage 2- Career day activities;
- Stage 3- Post career day activities (this involves writing and submitting reports to head of the institution).

a) *Stage 1 (Pre career day):*
  - Sensitize learners/teachers and consult the resource persons;
  - Get a venue and prepare it for the programme;
  - Constitute central and subcommittees;
  - Survey of learners' vocational need.

b) *Stage 2 (Career day):*
  - ensure the cleanliness and decoration of the venue;
  - banner and posters well placed at strategic positions;
  - public address system fixed and tested (microphone, speakers, etc);
  - snacks and honorarium (payment for resource persons) should be provided;
  - arrange staff members at strategic positions in the hall to maintain law and order.

c) *Stage 3 (Post Career day):*
  - tidy up the venue used for the career day;
  - return all 'borrowed' furniture and hired equipment;
  - write letters of appreciation to invited guests;
  - write report pointing out areas of strengths, weaknesses and suggestions for improvement.

ACTIVITY 6
1. Ask your learners to find out as many jobs as possible that fall within their interests. Group their findings together to enable them learn about other jobs some may not have discovered in the area they explored.

2. Take any of the skills and use it to teach any profession you wish to arouse learners' interests.

3. Using these skills, plan and organize a career week/day in your school for a change.

MODULE THREE: BASIC GUIDANCE AND COUNSELLING SKILLS IN THE CLASSROOM

INTRODUCTION
From all these discussion, the basic Guidance and Counselling Skills in the classroom can be examined. The simple definition of skill is the ability to do something well. There is no doubt that there are skills involved in Guidance and Counselling. Even if you are not a trained

counsellor, it is expected that as a teacher, you should be competent enough to have information and data to help you in the general assessment of the learners.

Imagine if you have a pupil that is a slow learner, especially in such subjects like mathematics or basic science, then, your job as a teacher becomes more tasking because that child must be helped and not neglected!

In fact, the first effective tool you need for this is your competence and knowledge so that you can appreciate that you can only give out what you have. Hence, you need to study learners before you can understand and appreciate them better.

In this module, therefore, you will be acquainted with essential Guidance and Counselling skills that you can apply in the classroom to help the learner develop his/her intellectual and occupational capacities, aptitude, character, emotions and feelings.

You will also learn the benefits of applying essential skills in the classrooms, be kept abreast with teachers' roles in school guidance and counselling and above all, become skilled at performing guidance functions.

OBJECTIVES
By the end of this module, you will be able to:
- State the basic essential skills of guidance and counselling in the classroom.
- Identify benefits of applying essential counselling in the classroom.
- Enumerate teachers' roles in school guidance and counselling
- Demonstrate how classroom teachers can perform guidance functions.

UNIT ONE: ESSENTIAL GUIDANCE AND COUNSELLING SKILLS NEEDED BY THE JSS TEACHERS IN THE CLASSROOM

INTRODUCTION
For you to function effectively as a classroom teacher and the closest person to the learners, you need to be familiar with, appreciate and apply basic guidance and counselling skills.

There is no doubt that there are skills involved in Guidance and Counselling. Even if you are not a trained Counsellor, it is expected that as a teacher, you should be competent enough to handle some problems where there is no school Counsellor.

Your first effective skill as a teacher is your competency. Once that is assured, acquiring and applying guidance and counselling skills will not be too difficult for you.

WHAT ARE SKILLS?
The simple definition of skill is the ability to do something well.

Essential Skills that can be Applied During Teaching Activities
The skills are thus summarized below:

Helping, motivating, creativity, observation, identifying, questioning, stimulating, discovering, referring, discussion, dramatization, experimentation, self-reporting, demonstration, confrontation, narration, constructing, instructing, guiding, referring, etc.

You will notice that most of these skills are the same with known teaching strategies. This is so, because advanced and sophisticated skills are better applied by professional Counsellors.

Let us now examine the essential skills of guidance and counselling.

Essential Guidance and Counselling Skills

The main Guidance and Counselling skills that you need as a teacher is the ***helping skill.*** This is known as ***Active Listening Skills***.

ACTIVE LISTENING SKILL
Active listening is more complicated than it seems on the surface. Do you know that listening is more than just hearing? This is because it requires a battery of skills which include:
- attending skills
- reflecting skills
- paraphrasing skills
- effective questions

We will now consider what each of these skills means and how you can put them into practice.

ATTENDING SKILLS
Attending skill is the act of assuring learners that they are being giving full attention when they are talking.

This skill is essential in building support with your learners so as to enable them feel safe enough to open up to you. Remember, attentive silence will also be useful while listening because it will help your learners not to loose their flow of thought.

So, as your learners come to you for help when you get back to school, put this into practice:
- give them your full attention;
- your sitting position, posture and eye will make her believe you are together with them;
- convince them that you are genuine by being natural and unassuming (not jumping into conclusions);
- show them respect by receiving them with warmth and encouragement;
- allow them to follow their own line of thought;
- encourage them to talk by using door openers, for example, "Tell me, is there something on your mind"? and
- use other encouragements, such as nodding your head to show that you are listening.

REFLECTING SKILLS
This is reflecting back on what your learners said which shows that you are listening. It also allows the learners to build a clear picture of their situation.
- As your learners talk, reflect on your own observations. For example:
(a) "I notice that you look sad."
(b) "When you spoke of your daddy being very hostile, you sounded very disappointed."
(c) "You feel worried because you did not understand why your mother could not talk to your father to stop being hostile to you."
(d) "You have decided to run away from home because you can't cope again."

- When he/she leaves, reflect on the conversation, sift it and make a recap of the major discussions to build up a reflective summary.

PARAPHRASING SKILLS
This is the summary of discussions with learners in your own words. You are thus expected to:
- Summarize your discussions with your learners to enable you check that you got the right impression.

- Seek further clarity of what the learner had said if you feel that some points are not clear.

EFFECTIVE QUESTIONS

This is a technique that provides an opportunity for learners to learn how to solve their own problems. Good questions provide you with important information about learners and their situations.

Remember always that questions are like keys which lock or unlock the door of understanding!

i) When you want more information for clarity, ask the learners:

a) **Rephrase Questions:** for example:
- "Is this what you mean……?"
- "What exactly do you mean by….?"

b) **Reverse Questions**. (**What if**). For example:
- "What if the teacher insists that you finish your assignment before you go home?"
- What if your father wants you to get married?"

c) **Pupils' Reflective Questions**. For example:
- "How do you think this happened?"
- What do you feel about it?"

ii) Avoid asking the following types of questions:

a) **Closed Questions** which can be answered by either **"yes"** or **"no".**
- These questions usually begin with **"Have", "Do", "Are", "Would"** or other auxiliary verbs.
- Remember always that neither you nor your learner can gain helpful information from a yes/no answer. For example:
- "Are you upset about doing badly in your class work?"

b) **"Why" Questions** because it will imply judgement and then put your learners in the defensive. The same information can be obtained by paraphrasing the question. For example:
- "What caused you to ……….?"
- "What made you decide to ………?"
- How did you come to ……….?"

c) **"Rapid Fire" Questions**. This is a poor communication technique because it will confuse your learners. For example:
- "Are you pregnant? Have you told your boy friend? "What do you expect from your parents?"

d) **"Manipulative Preferred Response" Questions**. For example:
- You wouldn't really beat your teacher, would you?"

ACTIVITY 1

- From all you have learnt about the most important skill you need as a teacher, can you assess yourself on how you have been handling your learners' problems in the past?

- Discuss how you have been applying any of these essential counselling skills in the classroom to solve any identified problem.

ACTIVITY 2

- Apply the skills you just acquired and use it to evaluate yourself on this case:

CASE STUDY

Binta has been having problems at home with her father. She claims he is always hostile to her and that there is nothing she ever does right. Moreover, he never encourages her especially in her academics and this is really affecting her academic progress.

While other parents are encouraging their children to attend extra lessons to improve their academic performances, Binta's father never made any effort. She did not know why this was happening to her and to worsen the matter, her mother never said anything or did something to change her father's hostile attitude towards her.

UNIT TWO: BENEFITS OF APPLYING ESSENTIAL COUNSELLING SKILLS IN THE CLASSROOM

INTRODUCTION
As a teacher, do you believe that every action you take has positive and negative effects? It is therefore expected that you develop a positive relationship between you and your learners to make them have confidence in you.
Definitely, benefits will be derived when you thoroughly apply essential counselling skills during teaching and learning processes.
You can only make this to come to pass when you have the burden to apply these skills.

Let us briefly examine some of these benefits.

Benefits
Some of these benefits include:
- Freeing the pupils from fear of expressing ideas.
- Motivating the senses and powers of imaginative/ reflective thinking.
- Providing instruction which will enable the pupils achieve their life goals.
- Creating an enabling environment that helps learners to be independent.
- Rendering Guidance and Counselling services early in the school system to solve problems needing attention at early stage in life.
- Assisting learners to identify themselves, potentials and capabilities.
- using several teaching methods to meet the needs, abilities and developmental levels of the learners
- Identifying learners with learning difficulties and those with high cognitive, affective and psychomotor human endeavours.
- Identifying referral agencies and needs.

ACTIVITY 3
- Do you think applying essential skills in counselling have any benefit in the classroom? Justify your reasons.

UNIT THREE: TEACHERS' ROLES IN SCHOOL GUIDANCE AND COUNSELLING

INTRODUCTION
The primary role of the teacher is to teach his/her subject well to the learners. You might have noticed that some teachers believe they have fulfilled their duties when they have taught their lessons, gave tests or assignments, marked students' work, and graded tests and examinations.
However, teachers are expected to assist students in several other ways. In fact, many people do not understand that any teacher teaching his/her subject has already done a good deal of guidance work. Hence, your role in the school guidance programme is very important because you are the closest person to these learners.

Let us briefly examine some of these roles.

ROLE OF TEACHERS
Teachers are expected to assist learners in several ways and not just to teach alone. Therefore, a lot of responsibilities rest on you as a teacher because you are the closest person to these learners.

The success of any school guidance programme is the amount of cooperation you are ready to give towards it. For these reasons, class teachers should display a spirit of mutual understanding in performing their roles to learners especially where there is no school counsellor. But in a situation where there is one, both should work with students either individually or in group to achieve an effective guidance programme.

Some of these roles therefore include:
- Being primarily concerned with the problems and needs of your learners.
- Having an opportunity to provide:
a) most of the favourable situations for maximum students' development.
b) individual and group counselling.
c) many instructional services closely related to the needs and problems of students.
d) acquire information and insights about students and their experiences.
- Developing many effective contacts with parents. This is done through the Parent-Teachers'- Association (PTA) meetings, open days and visiting days.
- Having an opportunity to put into practice many of the decisions taken as a result of the contact you have made.
- Identifying and meeting learners' needs during classroom interactions;
- Making subject matter relevant to the needs, interests and aspiration of each learner.
- Encouraging good work attitudes in children.
- Restraining the use of severe punishment in correcting learners' misbehaviours to guard against truancy.

ACTIVITY 4
- From these brief discussions, assess yourself on how you have been playing these roles and discuss in your groups.

STEPS TO ACHIEVE DESIRABLE RESULTS
Teachers can achieve a lot of desirable results by playing these roles. Infact, it will make your learners to be closer to you. So, take up the challenge and plan simple guidance and counselling services by taking some steps to play your roles to achieve desirable results.

Some of the steps you can take include:
Step 1
a) *Identify guidance and counselling needs in your daily interactions with learners*. Observe the behaviour, academic and personal-social problems among learners.

b) *Formulate objectives to help you achieve your goals,* for example:
i). To establish guidance and counselling unit in the school.
ii) To plan what action to take in solving learners' problems
iii) To identify other personnel who can assist in solving learners' problems.

c) *Assess physical facilities to enhance the work*. You will therefore need:
i) a room to work without interference

ii) a cupboard to lock up learners' confidential records
iii) bulletin board to display educational materials in Guidance and   Counselling.

Step 2

- *Organize effective guidance programme in the school by considering human resources*

You will need to promote collaboration as you cannot work alone. Teacher counsellors require a lot of support from other teachers and the Head teacher.

To promote collaboration in Guidance and Counselling, you have to:

(a) Appoint committee amongst teaching staff and select teachers who are interested in the programme. Support staff should also be involved if it is a boarding school.

(b) Sensitize the teachers, support staff and parents at the school level on the need for guidance and counselling.

Step 3

- *Create awareness in guidance and counselling.*

This is necessary amongst other members of staff to produce good results in changing learners' behaviours.

Step 4

- *Keep learners' confidential records*

(a) This can be locked up in a cupboard.
(b) You may use a file or a card to keep the records.
(c) The record should bear a name or a code to make records more confidential.
(d) Do not take notes during counselling sessions. Do so when the learner leaves so as not to forget key issues discussed.
    If you must take notes, then ask for the learner's permission in order not to destroy the trust and confidentiality.

Step 5

- *Make Referrals*

    You will always come across some cases you cannot handle as you interact with learners, for example, severe emotional disturbance, sexually abused, physical impairments and so on.
    The best you can do is to refer such cases to experts.
    It does not mean you have failed as a teacher but it has portrayed your sense of good judgement and professionalism.

Step 6

- *Evaluation*

    Evaluation in counselling helps you to reflect from time to time on the services you are providing and the extent to which you are reaching your objectives.
    You can ask yourself:
(a) was the problem identified quickly?
(b) what were the strategies used to address the problem?
(c) what were the strengths and weaknesses of the strategies?
(d) what lessons have we learnt?

ACTIVITY 5

- Design a record card that you will use to record the problem of each learner.

  The card should carry some information like name, code number, sex, age, address, telephone number, nature of problem referral and so on.

ACTIVITY 6
- With what you have just learnt were you able to assess yourself on how you were playing your roles before and what you are expected to do?
- Jot down in your diary what you have gained from your role as a teacher in Guidance and Counselling.
- Take a look at the learners in the class, has the role of teachers in the guidance progamme any positive effect on them?

Let us now examine how you can perform guidance functions.

UNIT FOUR: HOW CLASS TEACHERS PERFORM GUIDANCE FUNCTIONS

INTRODUCTION
It is important that teachers should have real and continuing interests in their learners. In fact, you should understand that besides teaching, you also act as advisers to your learners both inside and outside the classroom. A good teacher therefore, should be concerned with learners' intellectual life, social-personal, educational and vocational plans.

Your role as a teacher in school guidance will also be discussed. It is necessary to mention here that in a school system where there is a school counsellor, the teacher would work together with the counsellor to support learners and prepare them for the challenges ahead. But if there is none, then, **the teacher has a lot of role to play by applying the essential skills in his/her day to day teaching activities.**

GUIDANCE FUNCTIONS OF TEACHERS
Some of the guidance functions of a class teacher, applying essential skills and all the skills that have been discussed include the following:

Teachers:
- **Construct.** This is same as "grade test" and grade class tests in each subject. They use the results of these tests in guiding learners' academic strengths and weaknesses.

- **Train learners in the study skills and habits that apply to their particular subjects.** This will help them improve on their academic performance. Some of these skills include:

a) making study time-table for each week.
b) helping learners to use study techniques like the SQ3R (survey, question, read, recall, review) and SQ5R (survey, question, read, record, recite, repeat, review).
c) using the principle of small steps, that is, work-rest-work-rest method.
d) making recitation as part of study.
e) training learners not to procrastinate.
f) creating assignment on each subject to be studied.
g) doing the most difficult part of assignment when it is fresh.
h) being active in class, using the eyes, ears and mouth and doing what is taught.
i) preparing for lesson before getting to the class
j) reading note immediately after lesson.

k) not being absent in any lesson.
l) preparing and studying for examinations throughout the session.
m) having a strong desire to succeed.
n) being very calm during examinations.
o) not being discouraged when new assignment get difficult
p) understanding that studying is hard work but have its reward.

- **Instruct learners in note-taking.** They instruct them in writing outlines so that their writing skills improve.

- **Guide learners in the use of the library.** You will notice that many people do not know how to use the library even though it is the best source of information. Teachers therefore guide learners in the proper use of the school library.

- **Refer learners who have special learning difficulties** and **those learners who need the type of counsel that the teachers themselves cannot offer** to the school Counsellor. Some of these learners have some of the common behavioural problems already discussed. If teachers refer such learners to the school Counsellor, the Counsellor can assist them to achieve more satisfactory adjustments. When making such referrals, teachers should give accurate and complete information about these learners to the Counsellor. If there is no Counsellor, the teacher should then refer these learners to the appropriate agencies or do the following:

a) Listen carefully to learners' problems to help take necessary steps in solving these problems.
b) Learn adequate use of instructions in helping learners decide what to do and how to do it and also help to see if the instructions are carried out.
c) Use social reinforcers like 'fine', 'excellent', 'good' etc to help learners carry out instructions/responsibilities.
d) Think of what, when and how information will help learners by asking general questions from there to guide their thoughts and operations**.**

- **Assume responsibilities for the organization and the operation of co-curricular activities**, particularly activities that are closely related to their subject areas.
- **Offer individual and group counselling to help learners** in any area challenging their situations as follows:
i) *Individual Counselling*
   This deals with problems of stressful feelings which occur in the lives of everyone. It is an opportunity for learners to experience a one-to-one relationship. This makes the learners have enough understanding of themselves to be able to stand on their own without support.

ii) *Group Counselling*
   It is used to help individuals to freely discuss their problems in the presence of group members to bring about solutions to the problems.
   From the above discussion, you can see that teachers, as they talk to learners about their problems, are indeed counselling. We know that professional counselling is not the work of teachers but then, teachers should not keep away from assisting students with their problems. You can also see that teachers are involved in guidance because it is part of their job to know their learners very well. By this, you will be able to assist them with their learning needs and also develop a healthy relationship with them as they come to you for help.

ACTIVITY 7
- "As teachers teach their subjects, they are also providing guidance services to students". Discuss or dramatize your presentation.
- Discuss three essential counselling skills you will use in the classroom to solve any identified problem.

MODULE FOUR: COMMON BEHAVIOURAL PROBLEMS /MANIFESTATIONS IN THE CLASSROOM AND STRATEGIES FOR BEHAVIOUR MODIFICATION

INTRODUCTION
The teaching and learning environment is characterized by different kinds of learners, manifesting different behaviours at the same time. As a teacher therefore, you have a big job on your hands because these problems must be taken care of.
No matter the subject you are teaching, you need to study your learners because there is every possibility of detecting problems that need interventions. However it may appear to be, some manifestations such as sleeping/drowsiness, day dreaming, anxiety/tension, and so on can always be noticed when you are teaching some particular subjects probably because the learners dislike or have no interest in such subjects.

It therefore becomes necessary for you to help such learners so as to create an active learning environment. One of the various ways of doing this is to invite the parents of the affected learners during *open day* or *visiting day* so as to discuss the peculiar problems of their children/wards.

OBJECTIVES
By the end of this module, you should be able to:
- Identify and name common behavioural problems of learners in the classroom.
- State community agencies/referral services to which learners can be referred to.
- Enumerate steps to be followed while making referrals.

UNIT 1: SOME COMMON BEHAVIOURAL PROBLEMS IN THE CLASSROOM

INTRODUCTION
This unit examines behaviour problems that can affect learning. You will notice that in the classroom situation, there are different kinds of learners manifesting different behaviours at the same time. This therefore makes your job as a teacher very tasking because these problems must be solved.

We can then ask the question, what is behaviour?

Behaviour
Simply put, behaviour is a way of acting.

We will now consider some common problems in the classroom which can lead to making referral service to community/appropriate agencies for interventions/solutions. These are highlighted in the table 3:

Table 3: Common Behavioural Problems in the Classroom.

Medical Problems	Psycho-social Problems	Behaviour Disorder	Learning Disabilities	Gifted and Talented
• Visual impairment • Hearing impairment • Diseased conditions (asthma, fever, epilepsy, cardiac problem, bronchitis / pneumonia, chronic cough, tuberculosis, measles,/chicken pox etc) • Physically challenged • Pre menstrual syndrome (emotional and physical symptoms like headache, backache, moodiness, and water retention (in girls) • Dysmenorrhea (menstrual discomfort and cramps)	• Depression • Phobia • Inferiority/ • Superiority • Complex • Isolates • Withdrawal syndrome • Introverts and extroverts • Stuttering (speech defect, stammering) • Substance abuse (smoking, drinking) • Cultism • On-set of monthly cycle (in girls)	• Autism (injurious behaviours like hitting, kicking, biting, scratching, physical attack, destructions etc) • Hyper active conditions (restlessness, disruptive, etc) • Truancy • Juvenile delinquency • Aggression/cruelty • Fighting • Stealing • Bowel incontinence (uncontrolled urinating and stooling) • Sexual deviation (acting like the opposite sex such as in dressing) • Disobedience, rudeness, insubordination) • Sleep- prone children • Lying • Cheating • Dishonesty • Anorexia Nervosa (eating disorder, that is, eating very little in order not to get fat common among girls) • Bulimia nervosa (uncontrolled eating habit) • Nail biting	• Slow learners • Underachievers (not doing well as expected) • Problem of reversal (children that write "S" as "Z" "b" as "d", "word" as "drow" or "brow") • Problems of mathematical computation (lack of logical expression) • Problem of reading • Problem of writing • Amnesia (loss of memory) • Attention Deficit Hyperactivity Disorder.(Difficulties with language, attention, memory and organization).	• High general intelligence • Specific ease of doing things • Highly creative • High leadership quality. • High ability to learn on their own • High rate of understanding • Possession of rich vocabulary • Persistence in attacking different mental tasks

ACTIVITY 1
- Have you been noticing any of these behavioural problems in your class? Consider this scenario.

SCENARIO I
Mrs. Bala is a Maths teacher in JSS 1. Each time she enters JSS 1A, she notices that Farida is always moody and withdrawn. Most of the time, she is always engrossed in thoughts and nail biting. Ibrahim on the other hand is always restless and disturbing others whenever lesson is going on.

Zuibairu is eager to learn but lacks logical expression and stammers. Most of the time, he struggles with computation while Kairat will always be the first to provide answers to questions and solutions to class assignments.
Yunusa who is their class captain is always making reports to Mrs. Bala that Zulia will never observe class cleaning rules and that Isa will always urinate on his body before reaching the toilet or whenever he dozes off in the class. Worst of all, she got to the class one day and saw the learners gathered around Amina. They all discovered that Amina could not remember anything, even her name.

- Make a drama presentation of the scenario and discuss how you will handle this problem from what you have learnt.

UNIT TWO: MOST COMMON BEHAVIOURAL PROBLEMS IN THE CLASSROOM AND STRATEGIES FOR MODIFICATION (INTERVENTION)

INTRODUCTION
In this unit, some common behaviour problems that can affect learning and the possible interventions will be discussed.

As earlier mentioned in unit 1, there are different kinds of learners manifesting different behaviours at the same time in the classroom. Having defined behaviour in its simple sense, we can then identify some of the common behavioural problems that can affect learning and the possible interventions.

COMMON BEHAVIOURAL PROBLEMS AMONG LEARNERS
The most common behaviour problems among learners include:
- Stealing
- Truancy
- Cheating
- Smoking
- Drinking alcohol
- Sex offences
- Fighting
- Harassment
- Rudeness
- Disobedience
- Lateness
- Lying

Let us briefly examine possible causes of behaviour problems and the interventions.

STEALING

A person who steals is called a thief and becomes unwanted in the society. Stealing is a crime punishable by law and even by members of the public. In schools, learners will also be rejected if they are thieves. They will be lonely and have no friends. They might also hate school and eventually drop out of school.

ACTIVITY 1
- Think of some reasons that might make learners steal.
- Jot them down in your diary so that when you identify a learner with this problem, you can compare his/her reasons with yours.

INTERVENTION

a) **Fix a time with that learner and do the following**:

Tell the learner to ask him/herself some questions and also give the answer. For example:

Question: "What challenge do I have?"
Answer: "My challenge is to stop stealing"
Question: "What choices do I have?"
Answer: "I should stop stealing or I continue"
Question: "What are the consequences if I stop stealing?"

(i)   I will like school
(ii) I will finish schooling
(iii) I shall have friends
(iv) My teachers and friends will like me
(v)   My parents will be happy.

b)   Help the learner to overcome this anti social behaviour by discussing with the parents/guardians and other teachers to meet his/her needs.
c)   Educate and sensitize the learner to always be contented with whatever he/she has or is provided.

TRUANCY

Truancy means deliberate absenteeism by a pupil from school and interring (moving about) with a good reason. Learners can lose valuable learning time and this may lead to dropping out of school.
- Reasons for truancy can include:
a) hostile school environment
b) teachers not liking some learners
c) failure on the part of teachers to understand some learners
d) fear of failure in examination
e) failing to meet parents expectations
f) dislike of certain school subjects or teachers
g) loneliness and insecurity at home
h) not getting homework done on time etc.

INTERVENTION
- Find out if the learner is being punished excessively at school

- If so, try and stop this immediately then use personal-social guidance and counselling as discussed in Module 2, Unit 4.
- Find out why the learner does not like some teachers or subjects so as to educate him better.
- Ensure that bullying in school is dealt with
- Organize some remedial work for learners with poor academic performances
- Make arrangements to give learners challenging work from time to time

You are advised to maintain an up-to-date class registers to help you note cases of truancy.

ACTIVITY 2

- Ask your learners to tell you things they do not like about their school and their homes.
- Tell them to write these things and assure them you will not read out in the class.
- Check if these things match any of those reasons given for truancy to help you handle the problem.

CHEATING

Cheating means to deceive, trick, deprive or gain an unfair advantage of somebody

Learners cheat for many reasons, for example:

a) They may have low-esteem (low-regard for honour)
b) Parents may have high expectations of them
c) Laziness
d) Genuine fear of failure.

INTERVENTION

- Adopt the strategies under personal-social guidance in Module 2, Unit 2.

ACTIVITY 3

- Ask the learners to tell you the challenges they are facing.
- Write these challenges down to help you reflect on how to apply personal-social guidance to handle the problem.

SMOKING AND ALCOHOL

Cigarettes and alcohol are the largest behavioural problems among learners.

The reasons for smoking and drinking among learners can include the following:

a) They are advertised for sale in the media
b) They are readily available in the environment
c) Peer group influence
d) It reduces anxiety and tension, boredom and loneliness
e) Some get exposed to this at home and want to experiment
f) They want to remain members of their peer-group
g) They derive pleasure from it
h) Rebelling against the society and family

INTERVENTION

- Organize discussions on the alternative ways of reducing anxiety and tension. For example, physical exercises (swimming, jogging etc).
- Give learners relevant and necessary information to assist them in making positive decisions
- Invite a doctor to discuss with learners on the effects of smoking and drinking.
- Paste posters displaying effects of smoking and alcohol. For example, poor health, contacting terminal diseases like lung cancer etc

- Invite other guest speakers like religious leaders, psychologists, and people that have stopped smoking and drinking to tell them their personal experiences.
- Educate parents/guardians to maintain good morals because "charity begins at home"
- Organize group counseling so that they can learn from others that have stopped such vices.

ACTIVITY 4
- Educate your learners on the effects of alcohol to the body. Lay emphasis on the long term effects on their academics for example gradual brain destruction, lowered self control etc.
- Take a good look at your learners and see if you can identify any of them suffering from this problem.

SEX OFFENCE/HARASSMENT
Sex offences/harassment among learners may include:
a) attempted rape or rape by teachers or pupils
b) sex acts with teachers
c) touching of the body parts
d) promises of high pass marks in exams in return for a sexual favour
e) cruelty, constant fights and ridicule.

INTERVENTION
- Give learners adequate information on the dangers of the above reasons (preventive counselling) for example, lack of concentration, contact sexually transmitted disease, unwanted pregnancy, dismissal school, etc.
- Teach assertive skills (to insist on one's right)
- Render rehabilitative counselling to remedy some circumstances/experiences.

ACTIVITY 5
- If you identify any learner passing through this experience or you receive a report on such, what steps can you take to remedy the situation?

FIGHTING
Fighting is very common amongst learners in school because some of them are very hostile.
Learners may fight because they:
a) want to show off
b) are jealous of others
c) are irritated
d) want to get something by force
e) want to bully and transfer aggression
f) are in disagreement
g) suffer emotional distress

INTERVENTION
- Encourage learners to always discuss problems
- Advise them to come to agreement on such problems
- Advise learners not to take sides in a dispute

ACTIVITY 6
- Organize group counselling for learners who are always fighting in the school to help them desist from such behaviour.

RUDENESS
This is a behaviour that shows lack of politeness or courtesy
Learners may be rude for lack of proper home-training or emotional disorder.

INTERVENTION
- Identify the origin of the problem in order to proffer solution.
- If the problem is from school, talk to those involved to solve the problem.
- If it is from home, hold a discussion with the parents/guardians to be more sensitive to their children's attitude.
- Educate learners on good morals and conduct.
- Extinction/ignore.

ACTIVITY 7
- Give the learner a watchword that will always put a check on his/her outbursts. For example,
a) "I must always respect whoever I come across"
b) "I must control my temper in every circumstance"
c) "I must be careful with what I say".

LATENESS
Some learners are always in the habit of arriving late at school and school rules require that they should always arrive on time.
- Reasons for late coming may include:
a) Sleeping late due to domestic work at home, watching late night television programmes/films.
b) Living far from school.
c) Emotional disturbance.
d) Negligence on the part of parents/guardians
e) Engaging them in buying and selling (hawking) before going to school.

INTERVENTION
- Discuss the problem with the parents
- Advice parents to engage children fully in domestic work during weekends and school holidays
- Advice parents to also give less domestic work during the week to help them prepare adequately for each day.
- Request parents to ensure children go to bed early.

ACTIVITY 8
- Interact with any learner with this problem because lateness may not be his/her fault.
- Keep the record of the reasons so as to discuss with both learner and parents/guardians if the need arises.

OTHER STRATEGIES
Apart from the strategies that we have discussed, there are still some other strategies which you can use to modify learners' behavior. These include:

POSITIVE REINFORCEMENT
This strategy should be applied where there is need to promote a given desirable behaviour. For example; you want to encourage learners to keep their books in order and neat.

STRATEGY
- Watch this behaviour and reinforce it with praise or reward.

EXTINCTION (Reduction in Response) OR IGNORE TECHNIQUE.
This technique is applied in a situation where you want to stop a particular type of behaviour. For example, some of your learners may often want you to notice them by repeatedly calling out "teacher, teacher"!

STRATEGY
- Ignore this behaviour of such learners until they sit quietly with their hands up.
- There is no need punishing them because they will keep quiet when they are ignored.

MODELLING TECHNIQUE
This is exposing your learners to some positive behaviour.

STRATEGY
- Encourage learners to observe a model, that is, somebody they admire performing the desired behaviour. For example, a neat and tidy pupil in an upper class could be a model for learners in lower classes.
- By observation, they learn to become neat and tidy.

PUNISHMENT TECHNIQUE
Punishment technique is used to prevent undesirable behaviour.

STRATEGY
There are various forms of punishment you might give to your learners. For example:
- Deprive them of something they like.
- Do not give extra school work or tasks like looking after the school ground.
- Use time-out technique which is the withdrawal of privilege as the undesirable behaviour occurs.
- Make them sit alone for a period of time while others are together so as to eliminate the problem behaviour.

ASSERTIVENESS TECHNIQUE
This can be defined as training to act boldly or a direct expression of one's feelings, needs, preferences or opinions in a manner that is not threatening towards the other person.

STRATEGY
You can train your learners to:
a) express their feelings directly without threats
b) politely refuse unreasonable requests or threats
c) make reasonable requests
d) express their opinions even when not in agreement with others
e) stand up for their own rights and needs
f) be assertive without fear or anxiety
g) express anger or other emotions without being aggressive
h) maintain appropriate eye contact and body posture.
i) state something as being true.

NEGATIVE REINFORCEMENT

Negative Reinforcement is used to increase the occurrence of a desirable behaviour by removing whatever that will come against it.

STRATEGY

A learner who talks too much when sitting next to certain classmates.

- Move them away from each other to stop this behaviour.

PROBLEM SOLVING

- When dealing with some behavioural problems, it is necessary to take some steps such as:

STRATEGY

a) Identifying the problems and focus on the solution you want to give (goal setting)
b) Assessing the problem and how serious it appears (identify possible choice)
c) Selecting an action suitable that will lead to solution - this is the plan of action. This strategy is most effective with older children. (Select the best action)
d) Following up your action to find out if it has been successful (evaluation).
e) Helping them to solve their problems using the 3cs technique which stands for challenge, choice and consequences. (Refer to the intervention on stealing).

ACTIVITY 9

- Think of other behaviour which you can prevent using the strategies discussed
- Suggest ways of helping your learners not to get involved in anti-social behaviour.
- Ask learners to tell you the problems which affect their learning so as to enable you apply appropriate strategy.
- Reflect on a case study you have observed in your class.
(i) What did you learn from it?
(ii) What strategies/interventions would you apply to bring about acceptable behaviour?

UNIT THREE: COMMUNITY AGENCIES/REFERRAL SERVICES

INTRODUCTION

As human beings, we are not competent and capable of handling all human problems. So it is with you as a teacher. You can have so many learners in your class to handle, together with your own personal responsibilities which makes active teaching and learning situation very difficult! Nevertheless, if you care to show increased interest in your pupils and have greater knowledge of their needs and capabilities, then your work as a teacher becomes more. By this, you will discover problems early for proper diagnosis, treatment and referral depending on the situations. In this unit, we shall examine the need for community agencies and referral services in the school system. We will also identify some common behavioural problems/manifestations in the classrooms and some relevant agencies that these problems can be referred to. Please note that not all the problems are mentioned here.

NEED FOR COMMUNITY AGENCIES / REFERRAL SERVICE

Perhaps you are wandering what community agencies /referral service are all about. Simple put:

- **Community Agencies** are places /centres /organizations where specialized services for solving problems are rendered.
- **Referral Services** on the other hand, is a specialized service rendered by a counsellor/helper through which community/appropriate agencies are brought to assist in handling

issues/problems considered to be beyond the capacity of the counsellor/helper. It also involves the transfer of an individual to a person or agency, inside or outside the school, to give assistance.

There is no guidance and counselling services you render that you will not mention referrals because no human being is competent and capable of handling all human problems.

As a teacher, it is necessary for you to be aware of the need for community agencies/referral service so as to be exposed to steps that could be taken when you are faced with cases you can not handle in the classroom.

It can thus be said that the need for community agencies/referral is very important because society and the individuals in the community are dependent on one another for survival.

CATEGORIES OF COMMUNITY AGENCIES

The highlighted problems in Units 1 and 2 can, to a large extent, be handled by specialized personnel in the community agencies, some of which are listed below:

- Hospitals.
- Child Welfare Centres.
- Young Peoples' Homes
- Remand Homes
- Bolster Homes
- Rehabilitation and Resource Centres.
- Workers Engagement Centres.
- Women Trafficking and Child Labour Eradication Foundation [WOTCLEF].
- Galilee Foundation, Akure.
- Catholic Sisters' Networking, Benin.
- National Child Right Committee, Federal Ministry of Women Affairs, Abuja (NCRC).
- Child Rappourteur in National Human Right Commission Abuja (NHRC).
- National Agency for the Prohibition of Traffic in Person and other Related Matters.
- African Network on Child Abuse in Nigeria (ANCAN).
- House Committee on Women Affairs, Federal House of Assembly.
- Guidance and Counselling Department, Federal Ministry of Education, Abuja.
- Human Trafficking Unit, Nigeria Police Headquarters, Abuja.
- Human Trafficking Unit, Nigeria Immigration Service, Headquarters, Abuja.
- Local Government Education Authorities (LGEAs).
- Churches and Mosques.
- Traditional Healers.
- The Home.
- Traditional Ruler/Community Heads/Elders
- Edifying Youth programmes
- Social workers
- Psychologists
- Other professional Counsellors.

ACTIVITY 10

- Have you discovered recently that some learners are manifesting some of the highlighted problems in your class? If yes, identify the problems and think of the appropriate agencies to refer them to.

UNIT FOUR: **STEPS TO MAKING REFERRAL SERVICES**

INTRODUCTION

This unit concludes all our discussions from the beginning of this module.

There is no Guidance Service that you render that you will not mention referrals because there is no human being that is competent and capable of handling all human problems.

Perhaps you are wandering what referral service mean?

REFERRAL SERVICES

As mentioned in Unit 3, referral services involve the transfer of an individual to a person or agency, inside or outside the school, to give assistance.

As you interact with your learners, you have definitely come across cases you may feel you cannot handle. For example, if you observe that there is a learner with severe emotional disturbance, visual and hearing impairment, extremely aggressive behaviour or one who has been sexually abused. Your effort to handle this problem may not produce the desirable behaviour or remedy the problem because of its nature. You therefore need to familiarize yourself with many agencies and support services to refer these and other cases that you cannot handle.

By so doing, it does not mean that you have failed but you have only reflected a good judgement of the problem and your professionalism.

Some of these agencies have already been mentioned in unit 3, under categories of community agencies.

Steps to Making Referral Services

The following steps can help you in making referral service whenever you are faced with some of the challenges that had been discussed:

- Take a good look at your learners' behaviours in the class.
- Identify the behaviours that need to be referred.
- Discuss the problem with the head teacher.
- Invite the parents for further discussions on the problem.
- Suggest agencies for referrals.
- Refer the problem.

Some problems need to be referred immediately because of the nature, for example, convulsion, falling into coma (fainting), severe injury with fracture, epilepsy attack, malaria fever, behaviour disorder e.g. temporary madness) and other common behavioural problems that were discussed in Module 4 Units 1&2.

You are thus advised to immediately refer such cases in order to save the situation.

From the foregoing therefore, it can be said that the need for referral services is very important because society and individual in the community are indeed dependent on one another for survival.

ACTIVITY 11

- Identify the behaviours that your learners are manifesting. Did you observe any that needs to be referred? If so, list them in your diary for easy reference and refer them appropriately.

- Which problem did you identify that needs to be referred? Give reasons for your actions.
- Were you able to play your role as a teacher-counsellor in referral cases among your learners? Justify your action.

LOOKING AHEAD

Judging from all the discussion, it is hoped that Guidance and Counselling services will be properly infused into the school system by occupying its rightful place in the Basic Education Programme.

By so doing, teachers will be able to:

- Work hand-in-hand where there is a school Counsellor to help learners understand, accept and use their abilities, aptitudes, interests and attitudinal patterns in relation to their aspirations.
- Display a sense of duty in not only teaching but also in assisting learners in various ways, especially where there is no school Counsellor.
- Appreciate the benefits of applying basic Guidance and Counselling skills in the classroom to achieve a more desirable success in the entire school system.

Though Guidance and Counselling is not the primary work of the teachers because of the issue of professionalism, however, teachers should not abstain from displaying a high rate of interest in the learners because it helps in the development of a healthy academic environment and good inter-personal relationship both in the school system and amongst learners.

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APPENDIX Ciii

TEACHERS' ROLES IN CAREER GUIDANCE (2011). (NTI PUBLICATION, Pp 1-47).
A Re-Training Manual for Teachers in Katsina State. *Manual Prepared for Training Teachers on their Roles in Career Guidance in Katsina State*

MODULE ONE: INTRODUCTION TO CAREER GUIDANCE

It is widely acknowledged that the teacher holds trust for whatever he/she knows how to do very well. Nowadays, many teachers, especially in the primary schools, display non-challant attitude towards building the foundation for career development and awareness in their learners.

The foundation of career management, vis-à-vis decision making self awareness and self-confidence is laid at an early stage. But it is often observed that career guidance at this early stage in life is limited or non-existence and little systematic effort is made to put this in place.

Suffice it to say that learners need to make smooth transition from primary education to secondary and tertiary education. The choices they make at this stage and the values they place on these choices have major implications for later education and work preference. To this end, high incidences of out-of-school children, unguided vocation and stagnation in education, or better still, transition to further education which eventually leads to job satisfaction may probably constitute the order of the day. If you are not a *"burden bearer"* in the learners' lives at this stage, you can be rest assured that there will be a lot of "pot holes" or "bumps" on their ways.

For a smooth transition to be achieved from the early years to the world of work, the need to sensitize teachers on their roles in career guidance especially where there is no school counsellor therefore becomes imperative.

This module deals with understanding the concepts of career guidance. It also examines the importance of career guidance, the components and involvements of parents in career guidance and the challenges of career guidance in schools.

The aim of this module is therefore to equip you with the basic knowledge of career guidance in the school system.

OBJECTIVES
By the end of this module, you should be able to:
(i)   Explain the concept of career guidance
(ii)   Appreciate the importance of career guidance.
(iii)   Identify the challenges and the involvement of parents in career guidance.

UNIT 1:   UNDERSTANDING THE CONCEPTS OF CAREER GUIDANCE

INTRODUCTION
The practice of guiding, directing or caring for people have been in existence wherever man turns to for assistance. In our homes, communities and school, children are guided, cared for, and directed and encouraged to achieve success. Individuals without guidance on future career choice decision may be limited in the options available, especially if they are not prepared for the requirements and the challenges inherent to broaden their career options.
It is therefore hoped that the explanation of the term career guidance will make a meaningful impact on your role as a "burden bearer" in the early lives of these learners. We will attempt to define the term together as one and also as separate entities.

WHAT IS CAREER GUIDANCE?
Today, Career guidance is recognized as being important for all persons. It provides access to the skills and resources learners need to make choices relevant to their personal strengths and interests and also to overcome obstacles.

Career
Career can be defined as the sequence of major positions occupied by a person throughout his lifetime. It is also a:
⇨ Job or occupation regarded as a long term or lifelong activity.
⇨ Professional progress, that is, somebody's progress in a chosen profession or during that person's working life.
⇨ General path or progress taken by somebody or something.
⇨ Chosen pursuit, life work, success in one's profession.

Succinctly, career is person-centred. It is a course pursued over a period of time or the totality of work one does in his lifetime.

Guidance
Guidance majors on education and dissemination of information. It can be formal or informal and can also be done either during assembly, in the classes or other places. Guidance therefore is a developmental process which helps your learner to:
➢ Undergo transition from one stage to the next with ease.
➢ Understand themselves, their abilities and short comings.
➢ Accept, develop and utilize these abilities.
➢ Adjust to a new environment
➢ Realize their potentials and set realistic goals
➢ Put together new experiences with self concept
➢ Plan for the future as well as enhance the possibility of his living optimally in the present.

From the aforesaid, guidance is for all. It can be a preventive measure taken to help an individual guard against getting into problems. It is more general in nature because it offers suggestions on how to explore various alternatives. It is also provided holistically and globally because the client's problems are listened to and readymade solutions are provided there and then.

The provision of effective and good guidance leads to:

► Development of talents or abilities
► Effective self management
► Self understanding
► Ability to solve conflicts
► Ability to make decisions
► Ability to manage time
► Observation of general hygiene, and
► Development of good communication skills.

Career Guidance
Having defined the two concepts, it can be deduced that career guidance is a programme of activities organized in all educational levels, which facilitates the process of career development.

It is also:

- **A service** which assists individuals of any age and at any point throughout their lives so as to make educational, training and occupational choices and to manage their careers. These services may therefore be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community section and in the private sector as the case may be.

- **An activity** which may take place on an individual or group basis and may be face to face or at a distance, including help lines and web based services. Such activities include career information provision(in print, ICT-based and other forms), assessment and self-assessment tools, counseling interviews, career education programmes (to help individuals develop their self awareness, opportunity awareness, and career management skills), taster programmes (to sample options before choosing them), work search programmes, and transition services.

The basic principle of career guidance is that a person is better equipped to make occupational plans after determining his or her own characteristics and examining the requirements of various occupations.

From the foregoing therefore, career guidance represents a set of intervention strategies designed to facilitate the career development of the individual. It is also a broad term, which includes the development of job search, interview skills, placement into a chosen vocation and a follow up on the placement to ensure effectiveness.

ACTIVITY I
From these definitions, how do you think you can make use of career guidance to:
1. Accomplish your task as a teacher?
2. Establish a good relationship with your learners? and
3. Become sensitive to their aspirations? Discuss.

ACTIVITY 2
Take a good look at the learners in your class. Identify the areas you think they need career guidance to enable you render this service to them in the class.

ACTIVITY 3
To what extent can career guidance act as services and activities to assist learners throughout their lives?
Discuss and make group presentations.

UNIT 2:   IMPORTANCE OF CAREER GUIDANCE

INTRODUCTION
Many learners have both hidden and glaring aptitudes that you can harness together to bring out the qualities in them. Once you feel less concerned about the potentials in these learners, your part in the process of smooth transition will never be played.
The importance of career guidance in the lives of learners cannot therefore be over emphasized. If you do not know the value, you may never be a "***burden bearer***".

IMPORTANCE OFCAREER GUIDANCE IN THE PRIMARY SCHOOL SYSTEM
The process of making a decision on future career options involves careful considerations. This belief has therefore made career guidance in the primary school a very crucial factor that needs urgent attention.

One can then ask the question, why is career guidance important in the primary school system?

Career guidance is important in the primary school because it:
(1)   Provides access to the skills relevant to their personal strengths and interests.
(2)   Helps every student to understand himself
(3)   Assists learners to make the most of their capabilities and interest.
(4)   Aids learners to make effective adjustments with the environment and the institution
(5)   Assists learners to develop ability and inclination to solve their problems independently.
(6)   Provides learners with an understanding of their own strength and interest.
(7)   Creates an awareness of the varieties of vocational opportunities that exist
(8)   Offers learners with the opportunity to explore desired vocations.
(9)   Helps learners to develop their skills and explore the benefits of services in the work place.
(10) Sensitizes learners' attitudes and beliefs that the world of work develops during childhood years.
(11) Improves decision-making skills
(12) Increases self-esteem and motivation.
(13) Builds interpersonal effectiveness.
(14) Maximizes career opportunities
(15) Improves employment marketability and opportunities.
(16) Promotes effective job placement
(17) Strengthening employer relation.
(18) Assists children to acquire vocational skills through introductory subjects like agriculture, arts, typing, home economic etc.
(19) Prevents vocational problems that children may have in future.
(20) Understands children's needs and what to do to meet these needs or correct the deficiencies.
(21) Helps all children, not just the exceptional but even the so called average and slow learners.

From the foregoing therefore, everyone benefits from career guidance provided it is rendered effectively.

ACTIVITY 4
Justify the importance of career guidance in the primary school system.

ACTIVITY 5
Consider this scenario

Scenario 1:
Zainab is a very brilliant girl in primary 5. Apart from being brilliant, she also has flair for drawing very well. Most of the time, she engages herself in drawing and painting different types of things. Her teacher, Mrs. Yusuf has never taken note of this ability in Zainab.
One day, Mrs. Yusuf was struggling to draw a picture of Nuclear Family life setting on the board during social studies lesson. Zainab observed that her teacher could not draw the pictures very well. She then went to tell her she could do it.

To everybody's surprise, Zainab finished the drawing in a twinkling of an eye!

1) In what ways can Zainab's ability be strengthened and maximized for future career opportunity?

CHALLENGES OF CAREER GUIDANCE IN PRIMARY SCHOOLS
The provision of career guidance in primary schools is often met with lack of specialists in that field.

1. For as long as there are no trained counsellors or "career masters", teachers will still be combining career guidance with other roles like teaching and other administrative duties.
2. In a situation where there are career guidance staffs, they do not have the resources they need to do the job properly. For example, private space where learners can be interviewed; a library of up-to-date career information; a computer; access to a telephone and secretarial assistance.
3. Majority of teaching staff know little or next to nothing about the labour market and what is involved in different types of jobs.
4. Many school career guidance services have questionable links with the world of work.
5. The number of people employed to provide career education and guidance in schools is often not enough to meet students' needs and demands.
6. Often, services continue to be provided largely on an individual or face-to-face model. This reduces the capacity of the service to respond to the needs of all learners.
7. Career Fairs in which groups of employers come to one location to provide information to students do not take place. Few or no employers are invited into the school to talk to students.
8. Little contact exists with the public employment service.
9. Students have very few or no opportunities to take part in work experience.
10. Parents have little involvement in the school's career programme.
11. Career guidance is often considered the sole responsibility of the specialist career guidance staff, rather than the joint responsibility of all members of the teaching staff.

ACTIVITY 6
You know the peculiar challenge you are facing on the issue of rendering career guidance to your learners in the class. Suggest ways of overcoming these challenges.

UNIT 3:   INVOLVEMENT OF PARENTS IN PROVIDING CAREER GUIDANCE TO THEIR CHILDREN

INTRODUCTION
Parents have daily contact with their children and are experts in the area of what makes each of their children unique. Their guidance and encouragement can also make a significant difference in their children's career success.

Some parents tend to be over-bearing while some are non-challant on their children's future career. Whatever the case may be, it is advisable not to be too rigid or flexible on such issues during these early years. The popular saying that "*charity begins at home*" cannot then be over emphasized in career guidance!

INVOLVEMENT OF PARENTS IN PROVIDING CAREER GUIDANCE
Parents have a lot of roles to play in the provision of career guidance to their children. They are therefore advised to be sensitive to their children's needs and know what to do to meet these needs. Parents can thus provide career guidance by:

(1) Paying close attention to their children's skills and interests;

(2) Encouraging their children to dream and to plan;

(3) Providing opportunities for their children to experience work settings:

(4) Participating in services and trainings on career guidance that will improve their ability to support their children in this process

(5) Providing specific career information

(6) Providing opportunities for their children to make choices and practice self-determination skills;

(7) Accepting assistance rendered by peers, friends, community, agencies and professionals in career guidance.

(8) Making use of community connections and resources;

(9) Allowing children to freely express their feelings and exploring alternative ways of responding to their feelings.

ACTIVITY 7

1. In what ways can you say you have tried to provide career guidance to your children as parents?

2. Discuss the challenges encountered therein and how you overcome one.

3. In a situation where your efforts yield results, what resources can you take?

ACTIVITY 8

Brainstorm on this scenario:

Scenario 2:

Buba is in primary 4. He likes playing football both in school and at home. If he is not kept under surveillance, he may continue playing at the expense of his home work, tests or examination.
His father is less concerned about this attitude but his mother is always worried and at all times on his trail. Moreover, his mother knows that if only Buba can devote time for his academics at this early stage, he will perform better and get good grades. Most often than not, he will come home late after school hours just because he has gone off to play football. One day, he came back home without his school bag and books because all have been stolen on the football field!

1. As a parent, how will you help Buba to overcome this challenge, especially with the emphasis on football these days?

2. Dramatize this story in your group and discuss the role you will play in the career guidance for Buba.

MODULE 2: GROWTH AND DEVELOPMENT OF THE CHILD

INTRODUCTION

The period of formal education for many children is a period of rapid physical growth and psychomotor development which have significant implications for their psychological well being and the sensitization to career.

As a teacher, there is that tendency to remember your pupils as little children of five, six or seven years old, perhaps 122cm tall when they were first admitted to school. In fact, you even saw them leaving at the end of their Basic Education much taller than they were in their early days in the school system. Equally impressive and perhaps more dramatic is when the children in a particular class, may be of the same age, but are probably at different stages of physical

growth and development, exhibiting different characteristics and especially grownups in a particular world of work.

Let us now examine briefly the stages of growth of the child, characteristics of children at the primary school and the needs of children. All these issues will help you as a teacher to have a basic understanding of the learners in your class and how to handle them.

By the end of this unit, you should be able to:
1. Identify the stages of growth and development of the child and the characteristics of children at the primary schools.
2. Identify children's needs and adopt strategies for meeting the needs.

UNIT 1: STAGES OF GROWTH AND CHARACTERISTICS OF CHILDREN AT THE PRIMARY SCHOOL

INTRODUCTION
Character is the behavioural trait that is constantly being shown by an individual. It is not learnt in a day but is acquired bit by bit as an individual relates to other human beings in the environment. The general belief among some psychologists is that the first 5 to 6 years of a child is very important because all his/her necessary behaviours would have started to form at this period. Hence, the core of an individual character formation begins when the child is born up to the fifth or sixth year which then continues until adulthood.

CHARACTERISTICS OF CHILDREN AT THE PRIMARY SCHOOL
As a teacher, you may be aware that children have a wonderful way of learning especially in their early years. Hence, their foundation must be laid on a solid rock in order to guide them well in their choices of career.
You are therefore expected to be aware of the characteristics associated with children at each stage. The purpose of this is to enable you identify the characteristics that can be exhibited by the learners in your classroom to bring about their qualities and skills required for positive career placements.

The various stages of human development are outlined as follows:
Stage one	-	Pre-natal
Stage two	-	Infancy
Stage three	-	Early childhood
Stage four	-	Late childhood
Stage Five	-	Pre-Adolescence
Stage six	-	Adolescence
Stage Seven	-	Adulthood

Having identified these various stages, we shall focus on stages three, four and five and the characteristics they can exhibit because they are within the Primary School level.

Early Childhood State - Stage Three (Ages 5 – 7)
Learners in this stage are:
► Usually eager, able to carry out some responsibilities and capable of self-criticism.
► Show purposefulness and constructiveness

► Need love (both at home and school), freedom to do things for themselves and experience in sharing, giving and taking
► Can wash, feed and use restroom but may occasionally need help.
► Aggressive, less cooperative and want to be first (egocentric)
► Can be given responsibilities without expecting total results.
► Are anxious to do things well but highly competitive and quarrelsome.
► Cannot do concrete thinking but dependent on the approval of adults. They also begin to have an understanding of time and money values.
► Are easily tired, restless, not ready for much close work and sensitive to others' feelings/attitudes.
► Believe/have confidence in their teachers more than any other person.
► Not all of them are ready for learning/reading as the case may be
► Need opportunity for many kinds of activities, warmth and great patience from parents.

Late Childhood State - Stage Four (Ages 8 – 10)
Learners in this stage are very:
► Alert, friendly and can make self-decisions.
► Very active and alert to group activities.
► In need of definite responsibilities, reasonable explanations and constant reminder of their responsibilities.
► Dependable, reasonable and responsible.
► Easily discouraged but can make plans on their own.
► Believe/have confidence in their teachers more than any other person.
► Outspoken and can criticize adults.
► Disobedient and uncooperative.

Pre-Adolescence Stage -Stage Five (Ages 11-13)
Some characteristics learners in this stage exhibit include:
► They tend to challenge every notion of life and be over-critical.
► They see parents and adults as knowing nothing.
► They express a feeling of belonging, acceptance and warm affection from peers and adults.
► There is a change in height and body proportion (growth spurt), voice change (in boys) growth of hair in centre parts of the body and appearance of monthly cycle (menstruation - in girls).
► They have the ability to generalize, develop increased understanding and make independent decisions.

From the foregoing therefore, stages of growth and development and the characteristics of learners at the primary school level would therefore help you to be sensitive in rendering career guidance to the learners.

ACTIVITY 1
1. Take a deeper look at the learners in your class and do the following:
(a) Identify the age level and the stage they are now to enable you group them together for teaching and learning activities/experiences in preparation for career guidance.
(b) Be gender-sensitive when providing these experiences and activities to bring about gender equity and job satisfaction.

UNIT 2:   NEEDS OF CHILDREN

INTRODUCTION
Meeting psycho-social and physical needs of learners is very important to ensure school adjustment and enhanced academic performance. Under this unit, you will be acquainted with some selection of children's needs and strategies of meeting these needs in order to help your judgement.
You are also expected to discuss in your groups how you have been handling some of these experiences in your class for better understanding and preparation for rendering career guidance.

THE NEED FOR AFFECTION
Every child in your class wants to be loved and appreciated. The learners in your class need the affection of their classmates as well as yours. When you deny learners affection, they become sad, lonely and anxious. For instance, an eleven year old learner would come up to you and wish to discuss his/her experience. This learner needs affection. You can then:
- Provide opportunities for the learner to build up relationship with classmates and close friends apart from the discussions with you.
- Encourage relevant group activities to meet this need.

THE NEED TO BELONG
Learners need to feel they are accepted members of their groups. Where they feel not accepted or belong to a group, they will do everything possible to associate with any group to overcome their emotional disorders otherwise, they can become **isolates (cut off) or withdrawn (reserved).**

As a teacher, you must not laugh at or make fun of them otherwise, they will feel unacceptable. Rather, you can encourage them to:
- Belong to Boys' Scouts, Man O'War, Girls' Guide, cadets, religious organizations (Christian or Muslim), clubs/societies (for example, science club, mathematics club etc).

- Build up relationship with classmates, peer groups and teachers.

THE NEED TO ACHIEVE
Children, like adults, need to feel they are achieving something. This need is closely related to the need for recognition, regard and good position.
You can help them meet this need by:
- Recognizing whatever they achieve, no matter how little.

- Differentiating classroom responsibilities according to the difficulty level to allow both slow and fast learners and dull and bright pupils complete classroom responsibilities.

- Grading learners' assignments according to their abilities to give each learner an opportunity to successfully achieve something. This gives both the gifted and average pupil opportunity to work at their speed without frustration.

Therefore as a teacher, you need to be active and alive to your duty, content method, assignments and activities, so that every pupil has the opportunity to feel challenged and motivated.

THE NEED FOR INDEPENDENCE
From childhood, a child wants to be an independent individual. For instance, when being fed, she cries and wants to free herself from the mother's hold. Later, she tries to take the spoon from her mother to feed herself personally.

You need to appreciate that learners need little interference in their chosen responsibilities, although they like to be helped when in difficulty. In general, they are happy to work on their own.

This should not be misunderstood for stubbornness and disobedience but a show of independence. Sometimes, learners feel the need to challenge authority, especially when they feel you do not want them to be free. You need to:

- Ask them before you make decisions about whatever affects them, what they will learn and how they will learn it. This does not remove your position as the leader of the class.
- Be careful when giving them physical punishment for any misbehaviours.
- Give rules guiding arrival, attendance, lateness, plays, work, meals, talks, etc. These rules should not be too many or tight to follow.

THE NEED FOR SOCIAL RECOGNITION
This need may look like the need for achievement. ('Social achievement'). Every learner, like any other, wants people to appreciate him/her. You should therefore:
- Give learners opportunity to be praised, recognized and honoured by appointing them as leaders/prefects or captains.
- Ensure every learner is given one responsibility or the other, for instance, class captains, group/subject teachers etc. Others will be in charge of classroom cleanliness.
- Create room for social recognition so that some learners will not go to bad places to achieve these needs.

THE NEED FOR SELF-ESTEEM (SELF RESPECT)
This need makes learners to feel self-dignified. Learners who were given honours for good behaviour will want to maintain it to add value to their feelings of self-importance. You should therefore encourage learners to keep it up and be humble.

PHYSICAL NEEDS
These needs include the need for food, water, sleep and rest, activity, clean environment, restroom, (toilet), finely built buildings etc. You may not be in the position to meet these needs adequately but your knowledge of these needs will help you offer guidance to parents during open days when they will visit schools and interact with their children's teachers.

VOCATIONAL NEEDS
Learners are capable of doing some things and may be looking for opportunities. You can help them achieve these needs by exposing them to different work environment that will contribute to national and personal development.

ACTIVITY 2
1. Identify learners' needs in your class and group them together. In what ways can you use their needs to arouse their interests?
2. Is there a particular learner who is in need to achieve or any other need as the case may be?
   a) As a teacher, how will you help that learner meet this need.
   b) Do this every month to tell your learners that you care for them.

MODULE 3: TEACHERS' ROLES IN CAREER GUIDANCE

INTRODUCTION
There is no doubt that teachers have roles to play in career guidance. An individual who has a driven future and a clearly painted picture of what to do would want to achieve it at all cost. This is not the case with a misplaced or an unguided person.
Whatever the case may be, you are expected to play your roles as a teacher in guiding the future career of these younger ones in your care early in life.

Let us examine the various roles that teachers are expected to play in the career guidance of the learners in their care. Issues to be discussed include setting life goals (career development), preparing learners for adult life and creating occupational awareness and organization of career week/day for better understanding.

OBJECTIVES
By the end of this unit, you should be able to:
1. Guide learners to set achievable life goals and aspirations.
2. Explain the roles of teachers in career guidance.
3. Prepare learners for adult life and create occupational awareness in them.
4. Guide learners and sensitize them to the world of work.
5. Organize career week/day to expose learners to various occupational environments.
6. Enumerate teachers' roles in school guidance.
7. Demonstrate how classroom teachers can perform guidance function.

UNIT 1:   SETTING LIFE GOALS/ASPIRATIONS (CAREER DEVELOPMENT)

INTRODUCTION
Every growing child daydreams and expresses desire to become the person of his/her vocation/ choice. In this unit, you will learn about strategies of helping learners set realistic goals that will ease frustration of setting unachievable life goals and the role of teachers in career guidance. This will help you to be acquainted with developing learners' intellectual and occupational capacities, aptitude, character, emotions and feelings.

STRATEGIES FOR SETTING REALISTIC GOALS
Some of the strategies for setting realistic goals include the following:

SELF-KNOWLEDGE
It is important for you to know that setting life goals and making career choices are key factors in learners' choice of occupations. When a child chooses an occupation, he/she is implementing self-concept, that is, what she/he thinks she/he is. Note the following steps:

- *Choice of career*
  This starts with clear understanding of self, abilities, ambitions, strengths, weaknesses, interests, actions etc.
- *Job Analysis*
  This entails a good understanding of assorted types of jobs as regards minimum requirements for employment, promotion, training and retraining programmes, salary structure, work hazard, retirement benefits, daily schedule, provision of leisure time, challenging nature of the job, advantages and disadvantages of job analysis.

- *Realistic Matching*
  Realistic matching is matching one's personal characteristics with a job based on sound reasoning.
- *Personal and Societal Satisfactions*
  These are achieved when there is a reasonable/appropriate match between a learner and work characteristics (demands). If there is wrong match between personal and work demands, learners will be frustrated and disappointed on the job.

EDUCATIONAL PLACEMENT

Educational placement is putting an individual child into the class that is best for him/her. In educational placement, you help learners:

- Find their proper level in the school by putting them in a class according to their abilities. This is also referred to as *streaming* whereby bright children, average ones, arts/science students are being placed properly.
- Who are good in working with their hands by sending them to a vocational training school to learn a trade.
- To know which school, college, polytechnic or university that best offers the type of course they are interested in doing.

Need for Educational Placement

Educational placement is needed to help students in various ways. To be able to carry out this service well in school, you need to:

- Have recent information about the schools and about the learners' abilities and interests;
- Make it open because it is for everyone; and
- Involve parents and learners in the placement because it is not the work of a single person. This is done by asking teachers, parents or even learners themselves to give any information they have to do a good placement.
- Compile examination and continuous assessment scores (teacher-made tests and assignments) to:
a) Evaluate students' progress in order to help you place them in the proper class (streaming) according to their abilities.
b) Predict future performances that will help you prepare learners to face the academic challenges before them.

STRATEGIES FOR CAREER DEVELOPMENT

Career development is a life process that requires application of basic strategies that go with stages of growth and development (age level).

The following strategies are discussed with their corresponding levels of basic education that will guide interest, aptitudes, skills and future career choice:

EARLY CHILDHOOD STAGE

- **Autobiographical Technique**. Learners are made to say who they are, their hobbies, interests, their heroes/heroines (people they like) and why they like them.
- **Expose learners to professionals** at work settings such as teachers, mechanics, musicians, carpenters, journalists, nurses, technicians, sports men/women, poultry, pottery, weaving, tie-dye, tannery (hides & skin), etc;
- **Show films** about workers on the job;
- **Organize** excursion to natural work settings.

LATE CHILDHOOD STAGE
⇨ **Engage** learners in debate and discussions to describe their parents' occupations;
⇨ **Organize** field trips;
⇨ **Organize** film shows with discussion on the observations.

PRE-ADOLESCENT STAGE
➢ **Guide** students to make undecided career choices;
➢ **Explore** key occupational areas and encourage them to engage in self-assessment to discover their interest, aptitude and abilities;
➢ **Use** guest speakers and visit work settings to help them in decision-making;
➢ **Make** library services available to pupils ,for example, newspapers, magazines, cut outs, etc;
➢ **Study** job titles, types of different jobs/duties, tools used, activities involved, daily routine on the job, prospects of growth, qualification, retirement benefits, risk, etc.

ACTIVITY 1
1. Do you believe that your learners have set goals or even know why they must be in school?
   (a) If yes, how can you help them, to achieve these goals?

   (b) If no, apply these strategies to awaken their interests on career development.

ROLES OF TEACHERS IN CAREER GUIDANCE
The first effective tool you need as a teacher in providing career guidance to your learners is your competence and knowledge in order to appreciate the fact that you can only give what you have. You therefore need to study learners very well before you can understand and appreciate them better.
Your role in providing career guidance is a mission you must accomplish, especially in a situation where there is no school counsellor. If you do not have the burden to carry this extra responsibility, then the child will become neglected.
Some of the roles you need to play include the following:

COUNSELLING
A guidance teacher allows students to talk about their natural talents and abilities in a comfortable environment so that sound advice about a student's future plans can be given.

ADMINISTERING TESTS
This can be achieved where there is a qualified counsellor who will administer career placement tests. The results will reveal whether the learner should pursue math or science-related careers like engineering or computer programming, or liberal arts opportunities like composing music or publishing magazines. Where there is no school counsellor, the teacher is expected to be sensitive to the subjects where the child is strong and weak to carry out this task.

MEETING WITH PARENTS
Interactions with parents will make them to be more aware of their children's natural talents. The teacher may provide reading materials that will help parents to enhance these natural abilities at home.

VOCATIONAL GUIDANCE
This is a process of preparing individuals to choose, maintain and remain in a job. It will also help you as a teacher to:

- Provide your pupils with information on the world of work, adequate self analysis of individuals and preparation of children for future occupational choice.
- Assist pupils to make the best vocational choice
- Ensure that learners' education, curricular and extra curricular activities are useful and will eventually result in something worthwhile.
- Encourage your pupils in decision making and maximum use of all educational opportunities since it will be a benefit to them.
- Provide information about occupational opportunities and the available opportunities that exist.
- Assist your pupils to understand themselves in terms of abilities, interest and their environment.
- Assist your pupils to acquire knowledge of the practical procedures needed for getting a job and progressing in it.

ACTIVITY 2
Imagine you are to offer vocational guidance to your pupils, what are the issues at stake?
Brain storm on this scenario:
Scenario 3:
Mrs. Aliyu, a primary five teacher in one of the schools in Katsina State is faced with the task of arousing her learners' interests to the world of work so as to sensitize and assist them to make the best vocational choices in future. Her greatest challenge is that many of the learners have no confidence in themselves at this stage and are very timid. Some have the feelings that the only hinderance to their progress is the financial constraints of their parents while the girls are nursing the "fear of the unknown".

- How will she adopt vocational guidance to achieve her aims?
- Think about this and jot down the steps you will take.

PERSONAL-SOCIAL GUIDANCE
Personal-social guidance cuts across educational and vocational guidance. It has to do with assistance given to learners in their:
- Personal and social concern.
- Maladjustment problems which include:
  - Personal unhappiness
  - Anger and annoyance
  - Inability to meet needs
  - Inability to achieve desired goals
  - Anxiety/tension/frustration/stress
  - Lack of knowledge
  - Partial or total failure.

By so doing, you will be able to assist learners to be tolerant and principled, to attain mature personality traits, self acceptance of personal inadequacies and social responsibility.

ACTIVITY 3
For you to render personal-social guidance to your learners, you need to be sensitive to their feelings.
1) If you are not sensitive, what are the challenges this may pose to you as a teacher and also your learners?

2) Discuss in your groups the steps you can take if you detect that some learners are having emotional problems in any area of their lives. (That is, how will you remedy this?). Make a group presentation of your discussions.

INDIVIDUAL COUNSELLING

In individual counselling, you work with one pupil because he/she may have a specific or unique problem which he or she is not ready to disclose in the presence of others.

ACTIVITY 4

Do you have a learner like that in your class? If so,
- Where and how do you think his/her problem should be discussed and handled?
- Can this pupil trust you to the extent of sharing personal problems with you? Reflect on this.

SMALL GROUP COUNSELLING

Sometimes you will find it necessary to work with several learners in one given session. These are learners facing similar challenges and they can help each other in discussing the way forward in trying to overcome their challenges. It will also assist them to peer-up with other learners who have the same career interests and are prepared to make informed decisions. To achieve better results since you are dealing with primary school children, ensure that the number or group size is small because interaction and involvement is of great significance.

You may observe that some learners are not ready to share their problems or attend group sessions. These set of learners cannot be forced but can be encouraged them to see the need because group counselling plays a very important role in career guidance.

ACTIVITY 5

- In what ways can you encourage your pupils to share their problems in group sessions?
- Gather the information you have on some pupils passing through difficult times. Use this to group them together for some counselling sessions.
- Observe the healing process to see the impact it has made on them.

EDUCATIONAL GUIDANCE

Educational guidance focuses on study skills, issues connected with examinations, timetabling, note taking and academic counselling. It also:
- Helps young people to pursuit the right type of education.
- Assists the individual to make decisions about education, for example, knowing subjects' combination or options, available courses and what it entails, available schools, admission requirement and educational opportunities.
- Facilitates smooth transition of children from home to school, from primary to secondary school, from secondary to post secondary educational institutions and to the world of work.
- Helps students cope with examination anxiety, that is, fear of failure or scoring the highest grade.
- Helps students to develop effective study habits so as to increase their competence in academics.
- Provides students with meaningful educational experiences thereby making education relevant to life and living.

Judging from the aforementioned, let us reflect on some tips you can give to help learners in their academics, especially in the area of effective study practices in order to aid their future aspirations. This will also help you better in rendering career guidance service to your learners.

Tips on Effective Study Practices

Some of the tips you can give learners in scheduled periods on daily or weekly basis include the following:

- Make a schedule of your home study time-table, believe in its efficacy in improving your study performance, then stick to it.
- Distribute 60 percent of your study time evenly among your subjects (courses), then distribute the necessary 40 percent, taking into consideration the relative importance and difficulty of subjects (courses).
- Do not miss class activities (tutorials) for any practices during contact sessions even if you feel you can make up the missed lessons.
- Each episode of your study period should be viewed as a challenge. Study as if you have examination the following day.
- Do not attempt to study everything at a stretch or all course content in one day. Divide the work into small units, master each unit before going to the next.
- As you study, make an outline of the salient points in the materials studied.
- If you must have a long study session, have short breaks between subjects. Each time you resume, work to maximum ability.
- When you study, organize the study materials in such a way that all related materials are available, handy and together (note books, textbooks, revision questions, etc.).
- After studying, apply what you have studied at the slightest test opportunity. Create opportunities to recite what or apply what you have studied. Teach people what you have learnt so as to retain the ideas effectively.
- Always attempt revision question after reading a material.
- Develop a positive attitude to examinations. You can introduce some humour to it. Do not get upset at slightest hint of examinations
- If your mind keeps jumping as you are about to write examinations or class tests, breathe in very deeply and breathe it out slowly. Do it several times and tell yourself there is nothing to be afraid of, as you practice this exercise. You will discover to your astonishment that fear will disappear and your mind is relaxed. This is called self relaxation therapy.
- After reading through examination questions and you discover that the questions are unfamiliar, do not panic, relax a while, then read the questions again and start the questions where you have the closest approximation of the required answer.
- During examination, do not compare your work with the work of your neighbour. You may get unnecessarily excited at the volume of work done by your neighbor.
- At anytime during examination, you discover that you have tension and are unable to concentrate on the examination, practice the self-relaxation therapy.
- If you discover that time is running out in the examination and you still have some questions to answer, do not panic. Just summarize your answer for each number ensuring that all the relevant points are outlined.
- Those who study and prepare adequately for examination do not usually experience examination tensions and anxiety.
- You must adopt one systematized study method or a combination of the various study methods.
- When you know the subject (course) topic to be taught in the new weeks,, read it up in advance so that you can follow the lesson easily in class.
- Work and pass class assignments promptly. Do not abandon your class assignments for any reason.

- Prepare your mind to accept new ideas as you begin to study. You can do this by repressing unrelated thoughts to the materials studied.
- If you are unable to concentrate as you study, stop and analyze yourself to find out why. Attend to the distracting factor if it cannot wait so that you can concentrate.
- The best preparation for examination is to organize your work and study conscientiously from the first lecture (tutorial).
- Meet your teachers (tutors) for further explanation when you are unable to understand a particular topic.
- Study and discuss subject matters in groups once in a while.
- Be careful in your selection of a study venue. Attempt to have your studies in one particular place that is quiet and well lit/
- Be careful in your selection of a study venue. Attempt to have your studies in one particular place that is quiet and well lit.
- Clear your reading table when you study; ensure that only materials related to your study are found on the table.
- Finally, you must pray for God's guidance and blessing in your academic struggle. That, in fact should be the starting point!

ACTIVITY 6
- Think of how best you will teach these tips to make a meaningful impact on learners' study practices and how it will help them attain their aspirations in life.
- Make it a duty to always remind them that "as they lay their beds, so they will lie on it".

ORGANISATION OF CAREER WEEK/DAY
The reason for career week/day is to expose learners to various occupational environments. Some learners get occupational information through parents, friends and mass media. Such information is sometimes faulty and incomplete, thereby leading them to making choices that do not in match with their interests, abilities and personalities. This situation frustrates their aspirations of choosing their dream occupations.

To solve this problem, you can organize career week/day to enable learners get correct and usable information.
The following features of career week/day are highlighted for use by the class teacher:

Features of Career Week/Day
The following are some of the features of career week/day:
- Invitation of specialist speakers (resource persons) to talk to learners about careers;
- Projection of films showing various work settings.
Find below the stages of organizing career week/day:
Stages of Organizing Career Week/Day:
- Stage 1-   Pre career day activities;
- Stage 2-   Career day activities;
- Stage 3-   Post career day activities (this involves writing and submitting reports to   head of the institution).
a) *Stage 1 (Pre career day):*
- Sensitize learners/teachers and consult the resource persons;
- Get a venue and prepare it for the programme;

- Constitute central and subcommittees;
- Survey of learners' vocational need.

b) *Stage 2 (Career day):*
- ensure the cleanliness and decoration of the venue;
- banner and posters well placed at strategic positions;
- public address system fixed and tested (microphone, speakers, etc);
- snacks and honorarium (payment for resource persons) should be provided;
- arrange staff members at strategic positions in the hall to maintain law and order.

c) *Stage 3 (Post Career day):*
- tidy up the venue used for the career day;
- return all 'borrowed' furniture and hired equipment;
- write letters of appreciation to invited guests;
- write report pointing out areas of strengths, weaknesses and suggestions for improvement.

ACTIVITY 7
1. Ask your learners to find out as many jobs as possible that fall within their interests. Group their findings together to enable them learn about other jobs some may not have discovered in the area they explored.

2. Take any of the skills and use it to teach any profession you wish to arouse learners' interests.

3. Using these skills, plan and organize a career week/day in your school for a change.

UNIT 2:   PREPARING   LEARNERS   FOR   ADULT   LIFE   AND   CREATING OCCUPATIONAL AWARENESS

INTRODUCTION
In this unit, we will look at one important aspect of Career Guidance which is preparing learners for adult life and also creating occupational awareness in them.
We will also discuss how Educational, Vocational and Personal-Social guidance are used to prepare learners for adult life so as to create occupational awareness in them.

STRATEGIES FOR PREPARING LEARNERS FOR ADULT LIFE

EDUCATIONAL, VOCATIONAL AND PERSONAL-SOCIAL GUIDANCE
Some of the strategies that can be adopted are listed in the table 1:

Table 1: Strategies for Preparing Learners for Adult Life

EDUCATIONAL G & C	VOCATIONAL G & C	PERSONAL-SOCIAL G & C
This takes care of educational problems and programmes of learners. You are therefore expected to use guidance and counselling to prepare learners for future educational pursuit by:	This is the process that prepares learners to choose, maintain and remain in a job. Teachers should:	This has to do with assistance given to learners in their personal and social concern, educational and vocational needs.
• Listing and pasting various subject combinations and choices in line with different occupation.	▪ Provide learners with information on the world of work by:	Teachers should be sensitive to learners' personality and maladjustment problems which include:
• Getting different tertiary institutions' brochures and newspaper cutting on admission requirements.	▪ Help learners to be familiar with the occupations that are connected with different subject combination.	▪ Personal unhappiness
• Providing learners with information on other educational opportunities e.g. vocational education.	▪ Expose learners to different kinds of jobs and the ones that fall within their interests.	▪ Anger/annoyance
• Paste the information on the school bulletin board to create awareness in learners.	▪ Help learners identify their abilities and interests so as to think about the profession to choose later in life.	▪ Inability to meet needs
• Paste posters:	All these can be achieved by:	▪ Lack of knowledge and self confidence
d) Disabusing learners' attitudes towards examination malpractices.	▪ Pasting posters on job categories and their description should be pasted on the bulletin board to sensitize and create the awareness in learners.	▪ Anti social behaviors (inferiority complex, abuse of opposite sex etc.)
b) Encourage good examination ethics.	▪ Use of different teaching methods to help learners identify their abilities and interest. For example role-playing, dramatization, activity etc.	▪ Partial or total failure in life goals
c) Showing actions that go against school rules and regulations which can lead to disciplinary actions. (E.g. truancy, lateness, fighting etc)	▪ Assign roles and give responsibilities to learners to bring out the qualities in them. For example, class prefect, school prefect, marking of school weather charts and class assignment etc	▪ Examination anxiety
d) Displaying list of good and bad habits and the effects on learners.	▪ Organize career week/day to sensitize and to create the awareness on the world of work to learners. Teachers should:	▪ Frustration and stress etc
i) Educating learners on guarding against sexual harassments, undesirable behaviors (smoking, drinking etc)	a) Invite experts, professional and consultants in different profession for discussion.	When all these are observed and identified, teachers/schools should:
j) Educating parents on negative consequences of early marriages and positive effects of education of the girl child.	b) Allow learners to be free and participate fully in discussions.	b) Organize interactive session with the learner (fax a particular time to do this interference).
k) Educating parents and teachers on gender discrimination and gender sensitivity.	c) Get the address and telephone numbers of the invited professionals for future references, communication and further interactions.	b) Reflect on the discussion to decide on the next line of action.
l) Educating learners on family life and expectations. Encourage them to prepare and use personal time-table and also to follow it.	d) Organize field trips to visit places of educational interests, study real things, meet people in their actual environment, gain on the spot experience, add to previous knowledge and bring back additional information for further discussion.	c) Organize small group counselling sessions to help learners listen, discuss and interact with others who have the same problems.
	e) Experiences gained during field trips are more appreciative, lasting and more meaningful to the learners.	d) Seek permission from the school head to take necessary action
		e) Invite the parents/guardians to discuss as the case may be.
		f) Solve problems that do not need parental interventions.
		g) Make referrals if the case cannot be handled. If these steps are taken, the teacher and the school will.
		h) Cultivate an attitude of healthy relationship with others.
		i) Encourage other teachers to be sensitive to learners' response to teaching and learning process.
		j) Cope with stress in a healthy manner.
		k) Assist learners to attain mature personality trait.
		l) Desensitize learners' anti-social behaviors.

ACTIVITY 8
- Have you learnt something? Then, begin to practice what you have learnt gradually.
- Consider this case study:

CASE STUDY
Mal. Ibrahim is a teacher in a rural primary school. He is well qualified and has been teaching for quite some number of years. His major problem is the large class size he has to manage in the school.
Each time he is teaching, he notices that some learners do not respond well to learning and this gives him a lot of concern every day.

- Have you ever experienced such since you have been teaching?
- If so, list steps that you have been taking to solve this type of problem and compare with how you can create occupational awareness in such learners.
- Identify the areas you need to make adjustment in your approach and put your new experiences into practice.

CREATING OCCUPATIONAL AWARENESS
Every subject taught in school has vocational value in helping learners choose, enter and succeed in their career aspirations. As a classroom teacher, you are expected to let learners appreciate how important your subject is to their career choice.

There are various approaches you can use as a teacher to promote learning and create occupational awareness. The need for acquiring these skills is to make learners learn how to assess themselves in their early lives, identify their abilities and interests that will help them to think about the profession they will want to choose later in life.

Some of the approaches to consider include the following:

APPROACHES TO LEARNERS' SELF ASSESSMENT
There are varieties of ways in which learners can assess themselves. Your task is to make them appreciate the importance of each subject to their career choice.

These, you can do by:
a) **Getting learners to be familiar with the occupations that are connected with your subject as well as the other school subjects.** For instance:
- Mathematics is a foundation course for all science based occupations;
- English Language is a core subject for all arts based professions;
- All subjects are relevant to teaching profession;
- Introductory-Technology is relevant to all engineering and architectural related courses;
- Fine Arts is relevant to fashion designing, textiles, indoor decoration and landscaping (Horticulture/aesthetic).
- Emphasize the value of each occupation to the survival of mankind. That is, *no occupation is of superior status over the others.*

Learners therefore in their early years need to be exposed to different kinds of jobs in the country if they have to make meaningful plans later in life. The primary objective here is to expose learners to the knowledge of jobs available in the country and the one that falls within their interests.

The following shows the ten categories of vocational interests and the brief descriptions of each in table 2.

Table 2: Categories of Vocational Interests

Job Interest Categories		Brief Description
1	Outdoor	Involves outside work e.g. gardening, taking care of animals, trees, etc.
2	Mechanical	Those with this interest like to work with machines, tools, fix mechanical objects like clocks, radios, etc.
3	Computational	These people enjoy working with numbers and figures and apply them in book-keeping, accountancy, etc.
4	Scientific	Includes people who enjoy science subjects like Biology, Physics, etc. They like discovering new ways of doing things, enjoy solving problems.
5	Persuasive	These people enjoy influencing, meeting people, initiating a project, speaking in public, e.g. politicians, salesman, etc.
6	Artistic	He likes to arrange things to look beautiful or give pleasing effect by blending colours, e.g. interior decorators, architects, etc.
7	Literary	Enjoys reading, writing, English, History, and work as journalists, teachers, etc.
8	Musical	Likes music, attending concerts, singing, playing instruments, e.g. musicians.
9	Social Service	Likes to help people, work with the sick, unhappy, e.g. counsellors, nurses, doctors, social workers, teachers, etc.
10	Clerical	Likes office work which is routine e.g. book-keeping, typing, accounting, etc.

Source: Ogbodo, R.O. (1998). Basic Career Information for Primary and Secondary School Pupils (adapted from Achebe, C.C. 1986)

USING OTHER APPROACHES TO ENCOURAGE, SENSITIZE, PROMOTE AND DIRECT LEARNING.
The need for acquiring these skills is to make learners learn how to assess themselves in their early lives, identify their abilities and interests that will help them to think about the profession they will want to choose later in life.

Some of these skills comprise:
Role-playing
This skill encourages learners to talk about themselves freely by others' roles as they see them. It also helps learners to consider various methods to solve problems.

Steps to follow:
i) *Teacher Activity*
- Tell learners the roles to be played, what to look for and call them to play the different roles.
- Evaluate the role played in order to see the learning outcomes.

ii) *Learner Activity*
- Select different professions and role-play them, OR
- Form small groups to dramatize career.
- At the end, think of the interests and abilities in the profession role-played.

Dramatization Method

This helps learners put into action what they have seen, heard or read. It may take the form of role-playing because most children do not have any knowledge or experience of their own until they test it by doing it.

Steps to follow:

i) *Teacher Activity*
- Summarize the event to be dramatized, break them into scenes and call them for the dramatization.
- Supervise and make corrections where necessary.
- Evaluate the dramatized event in order to see the learning outcomes.

ii) *Learner Activity*
- Form small groups
- Each group prepares its materials like costumes, tools and other relevant items.
- Break the events to be dramatized into scenes.
- Each group performs in turn within a given period of time.
- At the end, think of the interests and capabilities in the events dramatized and imagine yourself in that profession.

Activity Method

This method allows a teacher to direct learning through activities. It also makes learners learn to do by doing so as to remember what they have done.

Steps to follow:

i) *Teacher Activity*
- Collect learning materials and give guidelines on how to use them.
- Set the learners to work with their materials either individually or in small groups.
- Evaluate learners' activities at the end.

ii) *Learner Activity*
- Line up activities to be performed.
- Select appropriate materials.
- Perform the activities as lined up.
- Invite teacher for evaluation.
- See if your interests and abilities can cope with the activities performed.

Discussion with a Consultant

This is an open discussion in which an expert (Consultant) is involved to participate as a member of the group.

Steps to follow:

i) *Teacher Activity*
- Select the professions to be discussed and invite the experts.
- Present the professions to be discussed by introducing the consultants.
- Moderate the discussion.
- Take notes on important points discussed.
- Summarize the discussion at the end and call one of the learners to thank the consultant.

ii) *Learner Activity*
- Participate fully in the discussion.
- get the summary of the discussion from the teacher
- At the end, examine yourself and see yourself in any of the professions discussed bearing in mind your interests and abilities.

Field Trip
This is a method whereby a teacher organizes his class to visit places of educational interest to study real things and meet people in their actual environment.
By this, learners gain – on – the - spot experience, add to their previous knowledge and bring back additional information for further discussion. Experiences gained during field trips are more appreciative, lasting and often more meaningful to the learners.

Steps to follow:
i) *Teacher Activity*
- Propose the trip, discuss with the Principal and secure his/her approval.
- Prepare the learners for the trip and be responsible for the trip.
- On getting there, report to the authority that would provide the guide (somebody to take them round)
- Send a letter of appreciation to the authority of each places visited.
- Share learners' experiences and feelings about the trip together and prepare a comprehensive report on the trip to the principal.

ii) *Learner Activity*
- Cooperate with teacher in planning the field trip.
- Identify areas of interests.
- Follow the guide's instructions in feeling, touching or tasting any object at the site as the case may be.
- Ask questions and take notes.
- Exhibit good behaviour
- Assess yourself and see if you can fit into that environment considering your interests and abilities.

All these methods have been presented without emphasizing which is the best because there is no single method of teaching that is perfect. You should therefore bear it in mind that a lot of vocation/career (professions) can be explained using any of these methods.

ACTIVITY 9
1) Looking at the learners in your class, in what ways have you been non-challant about your roles as career guidance or creating occupational awareness in them?

2) Now that you have been acquainted with what various ways of helping them, are you ready to make a positive change in your attitude and become a *"Burden Bearer"*?

UNIT 3:   TEACHERS' ROLES IN THE SCHOOL GUIDANCE PROGRAMME

INTRODUCTION
The primary role of the teacher is to teach his/her subject well to the learners. You might have noticed that some teachers believe they have fulfilled their duties when they have taught their lessons, gave tests or assignments, marked students' work, and graded tests and examinations.

Apart from career guidance, teachers are expected to assist students in several other ways. In fact, many people do not understand that any teacher teaching his/her subject has already done a good deal of guidance work. Hence, your role in the school guidance programme is very important because you are the closest person to these learners.

Let us briefly examine some of these roles.

ROLE OF TEACHERS

Teachers are expected to assist learners in several ways and not just to teach alone. Therefore, a lot of responsibilities rest on you as a teacher because you are the closest person to these learners.

The success of any school guidance programme is the amount of cooperation you are ready to give towards it. For these reasons, class teachers should display a spirit of mutual understanding in performing their roles to learners especially where there is no school counsellor. But in a situation where there is one, both should work with students either individually or in group to achieve an effective guidance programme.

Some of these roles therefore include:

- Being primarily concerned with the problems and needs of your learners.

- Having an opportunity to provide:

a) Career guidance as and when due to arouse learners' interest from the primary school level.
b) Most of the favourable situations for maximum students' development.
c) Individual and group counselling.
d) Many instructional services closely related to the needs and problems of students.
e) Acquire information and insights about students and their experiences.

- Developing many effective contacts with parents. This is done through the Parent-Teachers'-Association (PTA) meetings, open days and visiting days.
- Having an opportunity to put into practice many of the decisions taken as a result of the contact you have made.
- Identifying and meeting learners' needs during classroom interactions;
- Making subject matter relevant to the needs, interests and aspiration of each learner;
- Encouraging good work attitudes in children.
- Restraining the use of severe punishment in correcting learners' misbehaviours to guard against truancy.

ACTIVITY 10

- From these brief discussions, assess yourself on how you have been playing these roles and discuss in your groups.

STEPS TO ACHIEVE DESIRABLE RESULTS

Teachers can achieve a lot of desirable results by playing these roles. Infact, it will make your learners to be closer to you. So, take up the challenge and plan simple guidance and counselling services by taking some steps to play your roles to achieve desirable results.

Some of the steps you can take include:

Step 1

a) ***Identify guidance and counselling needs in your daily interactions with learners***. Observe the behaviour, academic and personal-social problems among learners.

b) ***Formulate objectives to help you achieve your goals,*** for example:

(i). To establish guidance and counselling unit in the school.
(ii) To plan what action to take in solving learners' problems
(iii) To identify other personnel who can assist in solving learners' problems.

(c) *Assess physical facilities to enhance the work*. You will therefore need:
(i). a room to work without interference
(ii). a cupboard to lock up learners' confidential records
(iii) bulletin board to display educational materials in Guidance and   Counselling.

Step 2

- *Organize effective guidance programme in the school by considering human resources.*

You will need to promote collaboration as you cannot work alone. Teacher counsellors require a lot of support from other teachers and the Head teacher.

To promote collaboration in Guidance and Counselling, you have to:

a) Appoint committee amongst teaching staff and select teachers who are interested in the programme. Support staff should also be involved if it is a boarding school.
b) Sensitize the teachers, support staff and parents at the school level on the need for guidance and counselling.

Step 3

- *Create awareness in guidance and counselling.*
This is necessary amongst other members of staff to produce good results in changing learners' behaviours.

Step 4

- *Keep learners' confidential records*
a) This can be locked up in a cupboard.
b) You may use a file or a card to keep the records.
c) The record should bear a name or a code to make records more confidential.

- **Do not take notes during counselling sessions. Do so when the learner leaves so as not to forget key issues discussed.**
  If you must take notes, then ask for the learner's permission in order not to destroy the trust and confidentiality.

Step 5

- *Make Referrals*
  You will always come across some cases you cannot handle as you interact with learners, for example, severe emotional disturbance, sexually abused, physical impairments and so on.
  The best you can do is to refer such cases to experts.
  It does not mean you have failed as a teacher but it has portrayed your sense of good judgement and professionalism.

Step 6

- *Evaluation*
  Evaluation helps you to reflect from time to time on the services you are providing and the extent to which you are reaching your objectives.
  You can ask yourself:
  a) was the problem identified quickly
  b) what were the strategies used to address the problem?
  c) what were the strengths and weaknesses of the strategies?

d) what lessons have we learnt?

ACTIVITY 11
- Design a record card that you will use to record the problem of each learner.
  The card should carry some information like name, code number, sex, age, address, telephone number and nature of problem referral and so on.

ACTIVITY 12
- With what you have just learnt were you able to assess yourself on how you were playing your roles before and what you are expected to do?
- Jot down in your diary what you have gained from your role in the school Guidance programme.
- Take a look at the learners in the class, has the role of teachers in the guidance progamme any positive effect on them?

Let us now examine how you can perform guidance functions.

UNIT 4: HOW CLASS TEACHERS PERFORM GUIDANCE FUNCTIONS

INTRODUCTION

It is important that teachers should have real and continuing interests in their learners. In fact, you should understand that besides teaching, you also act as advisers to your learners both inside and outside the classroom. A good teacher therefore, should be concerned with learners' intellectual life, social-personal, educational and vocational plans.

Your role as a teacher in school guidance will also be discussed. It is necessary to mention here that in a school system where there is a school counsellor, the teacher would work together with the counsellor to support learners and prepare them for the challenges ahead. But if there is none, then, **the teacher has a lot of role to play by applying the essential skills in his/her day to day teaching activities.**

GUIDANCE FUNCTIONS OF TEACHERS
Some of the guidance functions of a class teacher include the following:
Teachers:
- **Construct.** This is same as "grade test" and grade class tests in each subject. They use the results of these tests in guiding learners' academic strengths and weaknesses.
- **Train learners in the study skills and habits that apply to their particular subjects.** This will help them improve on their academic performance. Some of these skills include:

a) making study time-table for each week.
b) helping learners to use study techniques like the SQ3R (survey, question, read, recall, review) and SQ5R (survey, question, read, record, recite, repeat, review).
c) using the principle of small steps, that is, work-rest-work-rest method.
d) making recitation as part of study.
e) training learners not to procrastinate.
f) creating assignment on each subject to be studied.
g) doing the most difficult part of assignment when it is fresh.
h) being active in class, using the eyes, ears and mouth and doing what is taught.
i) preparing for lesson before getting to the class
j) reading note immediately after lesson.

k)   not being absent in any lesson.
l)   preparing and studying for examinations throughout the session.
m) having a strong desire to succeed.
n)   being very calm during examinations.
o)   not being discouraged when new assignment get difficult
p)   understanding that studying is hard work but have its reward.

- **Instruct learners in note-taking.** They instruct them in writing outlines so that their writing skills improve.

- **Guide learners in the use of the library.** You will notice that many people do not know how to use the library even though it is the best source of information. Teachers therefore guide learners in the proper use of the school library.

- **Refer learners who have special learning difficulties** and **those learners who need the type of counsel that the teachers themselves cannot offer** to the school Counsellor. Some of these learners have some of the common behavioural problems already discussed. If teachers refer such learners to the school Counsellor, the Counsellor can assist them to achieve more satisfactory adjustments. When making such referrals, teachers should give accurate and complete information about these learners to the Counsellor. If there is no Counsellor, the teacher should then refer these learners to the appropriate agencies or do the following:

  a)   Listen carefully to learners' problems to help take necessary steps in solving these problems.
  b)   Learn adequate use of instructions in helping learners decide what to do and how to do it and also help to see if the instructions are carried out.
  c)   Use social reinforcers like 'fine', 'excellent', 'good' etc to help learners carry out instructions/responsibilities.
  d)   Think of what, when and how information will help learners by asking general questions from there to guide their thoughts and operations**.**

- **Assume responsibilities for the organization and the operation of co-curricular activities**, particularly activities that are closely related to their subject areas.
- **Offer individual and group counselling to help learners** in any area challenging their situations as follows:

  i)   *Individual Counselling*
       This deals with problems of stressful feelings which occur in the lives of everyone. It is an opportunity for learners to experience a one-to-one relationship. This makes the learners have enough understanding of themselves to be able to stand on their own without support.

  ii) *Group Counselling*
       It is used to help individuals to freely discuss their problems in the presence of group members to bring about solutions to the problems.
       From the above discussion, you can see that teachers, as they talk to learners about their problems, are indeed counselling. We know that professional counselling is not the work of teachers but then, teachers should not keep away from assisting students with their problems.

You can also see that teachers are involved in guidance because it is part of their job to know their learners very well. By this, you will be able to assist them with their learning needs and also develop a healthy relationship with them as they come to you for help.

ACTIVITY 13
- "As teachers teach their subjects, they are also providing guidance services to students". Discuss or dramatize your presentation.

MODULE FOUR: COMMON BEHAVIOURAL PROBLEMS /MANIFESTATIONS INTHE CLASSROOM AND STRATEGIES FOR BEHAVIOUR MODIFICATION

INTRODUCTION
The teaching and learning environment is characterized by different kinds of learners, manifesting different behaviours at the same time. As a teacher therefore, you have a big job on your hands because these problems must be taken care of.

No matter the subject you are teaching, you need to study your learners because there is every possibility of detecting problems that need interventions. However it may appear to be, some manifestations such as sleeping/drowsiness, day dreaming, anxiety/tension, and so on can always be noticed when you are teaching some particular subjects probably because the learners dislike or have no interest in such subjects. These kind of manifestations may hinder learners' success in these subjects when they proceed to secondary schools and beyond.

It therefore becomes necessary for you to help such learners so as to create an active learning environment. One of the various ways of doing this is to invite the parents of the affected learners during *open day* or *visiting day* so as to discuss the peculiar problems of their children/wards.

OBJECTIVES
By the end of this module, you should be able to:
- Identify some common behavioural problems of learners in the classroom.
- State community agencies/referral services to which learners can be referred to.
- Enumerate steps to be followed while making referrals.

UNIT 1:   SOME COMMON BEHAVIOURAL PROBLEMS IN THE CLASSROOM

INTRODUCTION
This unit examines behaviour problems that can affect learning. You will notice that in the classroom situation, there are different kinds of learners manifesting different behaviours at the same time. This therefore makes your job as a teacher very tasking because these problems must be solved.

We can then ask the question, what is behaviour?

Behaviour
Simply put, behaviour is a way of acting.
We will now consider some common problems in the classroom which can lead to learners not achieving their goals and aspirations in life. These are highlighted in the table 3:

Table 3: Common Behavioural Problems in the Classroom.

Medical Problems	Psycho-social Problems	Behaviour Disorder	Learning Disabilities	Gifted and Talented
• **Visual impairment** • **Hearing impairment** • **Diseased conditions (asthma, fever, epilepsy, cardiac problem, bronchitis / pneumonia, chronic cough, tuberculosis, measles,/chicken pox etc** • **Physically challenged** • **Pre menstrual syndrome (emotional and physical symptoms like headache, backache, moodiness, and water retention (in girls)** • **Dysmenorrhea (menstrual discomfort and cramps)**	• **Depression** • **Phobia** • **Inferiority/** • **Superiority** • **Complex** • **Isolates** • **Withdrawal syndrome** • **Introverts and extroverts** • **Stuttering (speech defect, stammering)** • **Substance abuse (smoking, drinking)** • **Cultism** • **On-set of monthly cycle(in girls)**	• **Autism (injurious behaviours like hitting, kicking, biting, scratching, physical attack, destructions etc)** • **Hyper active conditions (restlessness, disruptive, etc)** • **Truancy** • **Juvenile delinquency** • **Aggression/cruelty** • **Fighting** • **Stealing** • **Bowel incontinence (uncontrolled urinating and stooling)** • **Sexual deviation (acting like the opposite sex such as in dressing)** • **Disobedience, rudeness, insubordination)** • **Sleep- prone children** • **Lying** • **Cheating** • **Dishonesty** • **Anorexia Nervosa (eating disorder, that is, eating very little in order not to get fat common among girls)** • **Bulimia nervosa (uncontrolled eating habit)** • **Nail biting**	• **Slow learners** • **Underachievers (not doing well as expected)** • **Problem of reversal (children that write "S" as "Z" "b" as "d", "word" as "drow" or "brow")** • **Problems of mathematical computation (lack of logical expression)** • **Problem of reading** • **Problem of writing** • **Amnesia (loss of memory)** • **Attention Deficit Hyperactivity Disorder.(Difficulties with language, attention, memory and organization).**	• **High general intelligence** • **Specific ease of doing things** • **Highly creative** • **High leadership quality.** • **High ability to learn on their own** • **High rate of understanding** • **Possession of rich vocabulary** • **Persistence in attacking different mental tasks**

ACTIVITY 1

- Is there any learners manifesting any of these behavioural problems in your class? Consider this scenario.

Scenario 4

Mrs. Idris teaches primary 3 with about 40 learners in a class. She has learners manifesting different types of common behavioural problems. Of particular interest is Abubakar who has speech defect (stuttering). Whenever Mrs. Idris organizes mini career awareness programme in the class, Abubakar will always indicate that he will like to be a newscaster in future.

- Considering his speech defect, how will you arouse his interest in that career?

- Make a drama presentation of this scenario and discuss how you will handle this problem from what you have learnt.

UNIT TWO: COMMUNITY AGENCIES/REFERRAL SERVICES

INTRODUCTION

As human beings, we are not competent and capable of handling all human problems. So it is with you as a teacher. You can have so many learners in your class to handle, together with your own personal responsibilities which makes active teaching and learning situation very difficult! Nevertheless, if you care to show increased interest in your pupils and have greater knowledge of their needs and capabilities, then your work as a teacher becomes more. By this, you will discover problems early for proper diagnosis, treatment and referral depending on the situations.

In this unit, we shall examine the need for community agencies and referral services in the school system. We will also identify some common behavioural problems/manifestations in the classrooms and some relevant agencies that these problems can be referred to. Please note that not all the problems are mentioned here.

NEED FOR COMMUNITY AGENCIES / REFERRAL SERVICE
Perhaps you may be wandering what community agencies /referral service are all about. Simply put:
- **Community Agencies** are places /centres /organizations where specialized services for solving problems are rendered.

- **Referral Services** on the other hand, is a specialized service rendered by a counsellor/helper through which community/appropriate agencies are brought to assist in handling issues/problems considered to be beyond the capacity of the counsellor/helper. It also involves the transfer of an individual to a person or agency, inside or outside the school, to give assistance.

There is no guidance service you render that you will not mention referrals because no human being is competent and capable of handling all human problems.
As a teacher, it is necessary for you to be aware of the need for community agencies/referral service so as to be exposed to steps that could be taken when you are faced with cases you cannot handle in the classroom. It will also assist you in creating the atmosphere of having a strong desire to succeed in your learners.
It can thus be said that the need for community agencies/referral is very important because society and the individuals in the community are dependent on one another for survival.

CATEGORIES OF COMMUNITY AGENCIES
The highlighted problems in Units 1can, to a large extent, be handled by specialized personnel in the community agencies. Some of these specialized personnel are listed below:
- Hospitals.
- Child Welfare Centres.
- Young Peoples' Homes
- Remand Homes
- Bolster Homes
- Rehabilitation and Resource Centres.
- Workers Engagement Centres.

- Women Trafficking and Child Labour Eradication Foundation [WOTCLEF].
- Galilee Foundation, Akure.
- Catholic Sisters' Networking, Benin.
- National Child Right Committee, Federal Ministry of Women Affairs, Abuja (NCRC).
- Child Rappourteur in National Human Right Commission Abuja (NHRC).
- National Agency for the Prohibition of Traffic in Person and other Related Matters.
- African Network on Child Abuse in Nigeria (ANCAN).
- House Committee on Women Affairs, Federal House of Assembly.
- Guidance and Counselling Department, Federal Ministry of Education, Abuja.
- Human Trafficking Unit, Nigeria Police Headquarters, Abuja.
- Human Trafficking Unit, Nigeria Immigration Service, Headquarters, Abuja.
- Local Government Education Authorities (LGEAs).
- Churches and Mosques.
- Traditional Healers.
- The Home.
- Traditional Ruler/Community Heads/Elders
- Edifying Youth programmes
- Social workers
- Psychologists
- Other professional Counsellors.

ACTIVITY 2
- Have you discovered recently that some learners are manifesting some of the highlighted problems in your class?
- If yes, identify those problems and think of the appropriate agencies to refer them to.

UNIT THREE: STEPS TO MAKING REFERRAL SERVICES
INTRODUCTION
This unit concludes all our discussions from the beginning of this module.
There is no Guidance Service that you render that you will not mention referrals because there is no human being that is competent and capable of handling all human problems.
Perhaps you are wandering what referral services mean?

REFERRAL SERVICES
Referral services involve the transfer of an individual to a person or agency, inside or outside the school, to give assistance.
 As you interact with your learners, you have definitely come across cases you may feel you cannot handle. For example, if you observe that there is a learner with severe emotional disturbance, visual and hearing impairment, extremely aggressive behaviour or one who has been sexually abused. Your effort to handle this problem may not produce the desirable behaviour or remedy the problem because of its nature. You therefore need to familiarize yourself with many agencies and support services to refer these and other cases that you cannot handle so as not jeopardize the child's future career aspirations.
 By so doing, it does not mean that you have failed but you have only reflected a good judgement of the problem and your professionalism.

Some of these agencies have already been mentioned in unit 2 under categories of community agencies.

STEPS TO MAKING REFERRAL SERVICES
The following steps can help you in making referral service whenever you are faced with some of the challenges that had been discussed:
- Take a good look at your learners' behaviours in the class.
- Identify the behaviours that need to be referred.
- Discuss the problem with the head teacher.
- Invite the parents for further discussions on the problem and the negative effect it can have on the child's future career chioce.
- Suggest agencies for referrals.
- Refer the problem.

Some problems need to be referred immediately because of the nature, for example, convulsion, falling into coma (fainting), severe injury with fracture, epilepsy attack, malaria fever, behaviour disorder e.g. temporary madness) and other common behavioural problems that have already been discussed.
You are thus advised to immediately refer such cases in order to save the situation.
From the foregoing therefore, it can be said that the need for referral services is very important because society and individual in the community are indeed dependent on one another for survival. Furthermore, it will contribute to learners' educational and vocational planning and placement

ACTIVITY 3
- Identify the behaviours that your learners are manifesting. Did you observe any that needs to be referred? If so, list them in your diary for easy reference and refer them appropriately.
- Which problem did you identify that needs to be referred? Give reasons for your actions.
- Were you able to play your role as a career guidance teacher in referral cases among your learners? Justify your action.

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