Counselling Services and Study Habits among Adolescents Student in Secondary Schools: A Pre-University Perspective

Oladeni Sakirudeen Abisola a, & Kelvin Udim Davies b

Received: 13 July 2018 • Accepted: 22 February 2019

Abstract: This study was carried out to examine the influence between counselling services and study habits among adolescents student in secondary schools in Ikot Ekpene area of Akwa Ibom State of Nigeria. Four research questions and hypotheses were formulated to guide the study. The design used was the descriptive survey method. A population of 3,000 adolescents were used out of which a sample size of 239 were randomly selected using simple random sampling technique to select respondents for the study. The researcher constructed instrument called “Counselling Services and Study Habit Questionnaire” (CSSHQ), was used to collect data for the study, the reliability coefficient was tested using Cronbach Alpha Correlation analysis, it found 0.76. Independent t-test was used for data analysis. The findings revealed that, group counselling, orientation services, one-on-one counselling and information services influenced study habits of adolescents in secondary schools in IKot Ekpene area of Akwa Ibom State. Conclusions drawn from the study led to the following recommendations among others, school administrator should ensure that counselling is allocated in the school time table, so as to help in improving adolescent students study habits.

Key Words: Pre-University Studies, Adolescents, Secondary Education, Counseling Services, Study Habits

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1. Introduction

Guidance and counselling is an educational programme which has a range of activities, programmes and services aimed at helping the students to understand themselves and the world around. Counselling services are encompassed by activities of relevant services and also processes of helping persons within and processes of helping persons within and outside the school, to achieve their full potentialities in academic, vocational, emotional, moral and social development (Meyers, 2011). Stone (2002) asserted that counselling service are those services given by a trained counselor or therapist to students in order to help them to address their various challenges which could be educational, vocational and personal or social in nature. These services are information service, orientation service, guidance service, educational services etc. The essence of these services is to assist students to understand themselves, situations and the environment. It further helps students to discover their potentials and learn how best to effectively utilize their assets as well as minimize their weakness in order to live a maximum productive life.

Counselling is a process which takes place in a one-on-one relationship between an individual faced by problems, which he/she cannot cope with alone and a professional worker whose training and experience qualifies him to help others to arrive at solutions to various types of personal difficulties (Ekpo, 2007). It is designed to facilitate self-understanding and self-direction. It is directed towards the enhancement of self-image. Students are set to understand themselves and to correct anomalies which produce the responses he does not wish to achieve (Akinade, 2012). Counselling is a relationship of trust and confidence between the counselor and the client (Ellis, 2003).

Group counselling involves an interaction with a counsellor by a number of two to eight persons (counsellee) for the purpose of addressing the problems of the counsellee through solution insight by the counsellor (Toyo, 2010). In light of this group counselling at the secondary school, likely enhance study habits of students in that, their study habit problems through group counselling solution is proffer.

It is the responsibility of the counsellor to preplan, design for group members so that they will become productive. The most important considerations of group counselling are those associated with group objectives, membership, rules, time, place and dynamic. Group counselling involves individuals who are having difficulties they wish to resolve; that are of a personal, educational, social or vocational nature (Corey and Corey, 2002). These groups, in the context of this study are primarily run in educational institutions. Other agencies perhaps, they deal with specific and non-pathological problems that members are prior to forming which do not
involve major personality changes (Effiong, 2015). For instance, for effective counselling services, the group may focus on how members achieve such goals as relating better to their families, becoming organized, or relaxing in the presence of the counsellor.

Orientation service involves a process, in which a client views, aspirations, goals are reposition for better life fulfillment by a counsellor, through awareness. This may likely influence adolescent study given the fact that knowledge gained from the orientation programme help to redirect one approach to academic. One-on-one counselling is a face-to-face process of counselling, that revolves between a counsellor and a client. One-on-one counselling assist students to be open-minder that is not to cover facts that may be geared towards their better study habits. Group counselling tends to become pertinent due to the nature tendency for people to gather and learn. It is observed that through groups, individuals accomplish goals and relate to others in innovative and productive ways (Mcclure, 2000). This implies that in groups counselling, there are innovative interactions among members which could awaken their study habits. That being the case if any member of the group were enduring poor study habit, this opportunity could enhance a change to effective study behaviours that can help better academic performance.

This assumes to be one-on-one relationship between an individual faced with problems such as person cannot solve. The client meets with a professional counsellor who helps him to arrive at the solution through interaction (Effiong, 2015). George in Ekpo (2007) consider it an interaction that occurs between two individuals called a counsellor and a client or counsellee which takes place in a professional setting, Initiated and maintained as a means of facilitating positive change in terms of behaviours of a client.

A face-to-face or person-to-person relationship in which a person (the client) seeks help of or seeks effectively communicate with other person (the counsellor) (Ipaye 2013; Nwachukwu, 2002; Denga, 2007). This counselling service creates opportunity for interpersonal interaction that would unravel the main problems of the counsellee to mediate the risk of conflict situation. Individual counselling services help to create opportunity for mutual respect, effective communication, genuine and complete acceptance of the client by the counsellors, which contribute to problem solving behaviour in school. Hence, the relationship created helps to facilitate growth, follow-up process and change of attitude regarding the disturbed behaviours.

Information service is a may be a pivotal for increasing of student study habit in that, counsellor will functionally obtain, accumulate, store, display and utilize and disseminate information about the student. It has been observed that most adolescence students tend to develop study habits towards their social activities. Consequently appear frustrated, troubled uncertain, and
maladjusted academically. They tend to be worried about how to cope with the activities of learning as they progress in their academics. Learning is central to knowledge creation and retention in all works of life.

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Nwachukwu (2011) observed that a greater majority of secondary school students have their study habit developed and improved through various counselling strategies. Gbore (2006) observed that study habit is the characteristics of behaviour that brings out one’s individuality in terms of the physical, social, intellectual, moral and emotional behaviour. These are boosted by the students or individual’s immediate environment, family and school in their vital interactions and subsequent development of self esteem.

Guidance and counselling is therefore apt to address students dominated problems. For instance, guidance counselling experts should be able to identify the various factors influencing the ability of adolescence students to cultivate effective and efficient study habits in school. The issue of study habits cut across the entire school segment, afflicting the good and poor students. It is important that it be given a very exhaustive consideration (Isaac, 2011).

The research work is therefore most timely when we consider the demands placed on this army of students by the new system of education. The situation is even more serious when it is observed that the high rate of school dropouts in our society is mostly victims of poor study habits and not those of mental retardation.

The researcher is poised to examine the influence counselling services on study habits among adolescence student in secondary schools in IkotEkpene Local Government Area.

2. Statement of the Problem

It is the view of every education stakeholder and student alike to expect better results in academics but this yearning tends not to materialize. Thus, frustrating set in. This frustration tends to stem from poor study habits and lack of counselling services. As a way out, students resort to some unwholesome means of helping themselves. These include among others involvement in examination malpractice, exemplified in some students copying into the examination rooms, sneaking in with textbooks against examination morns, exchanging answers worked on question papers and hunting around for pilot question before the commencement of the
examination. With this, academic performance becomes more as manifested in the senior secondary certification examination results.

Ekpo (2007) holds that human beings have problems which they cannot solve as such need counselling. The problems may be psychological, emotional, educational, vocational and personal. Social services rendered by guidance counselor are designed to make clients become happier in life because it is assumed that an individual who understand himself, his environment, personality, interests, general ability can be more effective and productive to himself and the society.

Thus counselling service such as group counselling, orientation service, one-on-one counselling and information service is keen to address students study habit at the school.

The researcher is poised to examine the state of affairs by considering the influence of counselling services vis-à-vis study habits among students in our school system. In specific terms this research work aimed at examining the influence of counselling, orientation, information services on study habit among adolescence students in schools in IkotEkpene Local Government Area, through empirical procedures.

3. Objectives and Significance of the Study

3.1. Objectives
The objectives of this study were to examine the influence of counselling services on study habit among secondary school students. Specifically, the study intends to;

1. Examine the influence of group counselling on study habits among adolescent students.
2. Determine the influence of orientation service on study habits among adolescent students.
3. Determine the influence of one-on-one counselling on study habits among adolescent students.
4. Determine the influence of information service on study habits among adolescent students.

3.2. Research Questions
The following research questions were raised to address the major issues of the study:

i. What is the influence of group counselling on study habits among adolescent students?
ii. To what extent does orientation service influence study habits among adolescent students?
iii. What is the influence of one-on-one counselling on study habits among adolescent students?
iv. To what extent does information service influence study habits among adolescent students?

3.3. Research Hypotheses
The following null hypotheses were formulated to guide the study.
1. There is no significant influence of group counselling on study habits among adolescent students.
2. There is no significant influence of orientation service on study habits among adolescent students.
3. There is no significant influence of one-on-one counselling on study habits among adolescent students.
4. There is no significant influence of information service on study habits among adolescent students.

3.4. Significance of the Study
Findings of this study may be useful to the students, guidance counselors, teachers, government agencies and school principals in the following ways;

It may encourage students to approach guidance counselors for proper help in the selection of subjects career choice and other academic challenges. The findings may also be significant to guidance counsellors as the study would expose some militating factors against effective study habit among the adolescent students.

Findings of the study may motivate the teachers to avail themselves of the use the findings to encourage the students to develop effective study habit in order to improve their academic performance.

Findings of this study may awaken the government consciousness on the need to employ more counselors to all the public schools in the state in order to provide the necessary counselling services to students.

School principals may be encouraged by the finding to ensure that enabling environment is provided for the counsellors’ effective and efficient discharge of their responsibilities.

Finally, the findings would contribute to the existing information on the effect of poor study habits on the academic performance of students thereby serving as reference research materials for researchers who may wish to carry out research in the related field.

4. Methodology

4.1. Methods
A descriptive survey design was used in this study to find out the level of influence of counselling services on study habit among adolescent students in IkotEkpene Local Government Area. According to Udoh and Joseph
survey research design is effective where the entire population cannot be reached. Esene (2005) added that survey research involves the assessment of public opinions, beliefs, attitude, motivations and behaviours. It uses questionnaire and sampling methods, therefore, the research design was suitable since questionnaire is administered face to face to the respondents. The research uses a sample of 256 SS3 students. In selecting the students, a stratified random sampling technique was adopted. In this sampling technique the local government was divided into strata (urban and rural). The hat and draw respondent method was used in selecting the respondent to be used in each of the strata.

4.2. Instrumentation

The researcher developed instrument used for data collection was questionnaire titled “Counselling Services and Study Habit Questionnaire” (CSSHQ). The instrument was subjected to validation by some validates in the Department of Educational Foundations, Guidance and Counselling.

The purpose was to ensure that the items were properly arranged, ensure content coverage, use of language and suitability of items in terms of measurement. In addition, the observations and recommendations from the validators were incorporated.

Thus, the instrument was adjudged valid for data collection. The questionnaire had three sections (A, and B). Section A comprised of personal data of the respondents while section B comprised of items a derived from the sub-variables grouped into four clusters (1-4) namely: group counselling, orientation service, one-on-one counselling and information service.

The response options were. But in measurement scales of 1-4 respectively thus: Very High Influence - 4 points, High Influence -3 points, Moderate Influence - 2 points and Little Influence - 1 point.

The instrument was tried-out on 20 adolescent in public secondary school. The instruments were tested and retested, the data collected were subjected to the reliability coefficient using Cronbach Alpha Correlation analysis to ascertain the degree of reliability of the instrument, it was found to be 0.76.

5. Results

5.1. Research Question 1

What is the influence of group counselling on study habits among adolescent students?
The result presented in Table 1 reveals that group counselling has a cluster mean of 3.19. This indicates that, group counselling has a high influence on study habits among adolescent students. All the items have their mean scores above the cut-off point of 2.00. The item on ‘I learn new techniques from peers in the course of group counselling’, have the highest mean score (X = 3.24).

The remaining items have their means ranging between 3.14-3.21. The Table also shows that the standard deviation of the items fall within the range of 0.51-0.76, this indicates that the respondents were not divergent in their responses from the cluster mean.

5.2. Research Question 2
To what extent does orientation service influence study habits among adolescent students?

<table>
<thead>
<tr>
<th>S/N</th>
<th>Group Counselling</th>
<th>X</th>
<th>SD</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>With orientation service I am acquainted with the manner examination is conducted</td>
<td>3.19</td>
<td>0.51</td>
<td>H</td>
</tr>
<tr>
<td></td>
<td>and what is required in through study.</td>
<td></td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>2</td>
<td>I get acquainted with the school environment, strategic study techniques for</td>
<td>3.26</td>
<td>0.51</td>
<td>H</td>
</tr>
<tr>
<td></td>
<td>subjects such as mathematics, after orientation service</td>
<td></td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>3</td>
<td>I perform better in English Language because of orientation service which</td>
<td>3.21</td>
<td>0.72</td>
<td>H</td>
</tr>
<tr>
<td></td>
<td>assists my study habit at school.</td>
<td></td>
<td></td>
<td>I</td>
</tr>
</tbody>
</table>
4. After orientation service, I set new study goals for myself in order to enhance my performance.

5. Through orientation I am able to approach counsellors when I have difficulties in a particular subject.

<table>
<thead>
<tr>
<th>Cluster Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.29</td>
</tr>
</tbody>
</table>

Field Work: 2018. Note: VHI = Very High Influence; HI = High Influence; MI = Moderate Influence; LI = Little Influence.

Table 2. Mean responses of the respondents on the influence of orientation service on study habits among adolescent students. n=239

The result presented in Table 2 reveals that orientation service has a cluster mean of 3.29. This indicates that, orientation service has a high influence on study habits among adolescent students. All the items have their mean scores above the cut-off point of 2.00. The item on ‘After orientation service, I set new study goals for myself in order to enhance my performance’, have the highest mean score (X = 3.40). The remaining items have their means ranging between 3.19-3.39. The Table also shows that the standard deviation of the items fall within the range of 0.51-0.72, this indicates that the respondents were convergent in their responses from the cluster mean.

5.3. Research Question 3
What is the influence of one-on-one counselling on study habits among adolescent students?

<table>
<thead>
<tr>
<th>S/N</th>
<th>Group Counselling</th>
<th>( \bar{X} )</th>
<th>SD</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am always giving directives on how to choose meaningful career.</td>
<td>3.16</td>
<td>0.48</td>
<td>H</td>
</tr>
<tr>
<td>2</td>
<td>I am guided on how to relate with peers in order not to be termed deviant.</td>
<td>3.46</td>
<td>0.50</td>
<td>H</td>
</tr>
<tr>
<td>3</td>
<td>I am always guided by the counsellor on how to handle difficult subjects like mathematics at school.</td>
<td>3.25</td>
<td>0.71</td>
<td>H</td>
</tr>
<tr>
<td>4</td>
<td>Solution insight is provided for my emotional instability which enhances my academics performance in one-on-one counselling.</td>
<td>3.10</td>
<td>0.51</td>
<td>H</td>
</tr>
<tr>
<td>5</td>
<td>One-on-one counselling service assists me in fulfillment of my academic career.</td>
<td>3.45</td>
<td>0.68</td>
<td>H</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cluster Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.29</td>
</tr>
</tbody>
</table>

Field Work: 2018. Note: VHI = Very High Influence; HI = High Influence; MI = Moderate Influence; LI = Little Influence.

Table 3. Mean responses of the respondents on the influence of one-on-one counselling on study habits among adolescents students. n=239
The result presented in Table 3 reveals that one-on-one counselling has a cluster mean of 3.29. This indicates that, one-on-one counselling has a high influence on study habits among adolescent students. All the items have their mean scores above the cut-off point of 2.00. The item on ‘I am guided on how to relate with peers in order not to be termed deviant’, have the highest mean score ($\bar{X} = 3.46$). The remaining items have their means ranging between 3.10-3.46. The Table also shows that the standard deviation of the items fall within the range of 0.48-0.71, this indicates that the respondents were convergent in their responses from the cluster mean.

5.4. Research Question 4
To what extent does information service influence study habits among adolescent students?

<table>
<thead>
<tr>
<th>S/N</th>
<th>Group Counselling</th>
<th>$\bar{X}$</th>
<th>SD</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Information service assists me to find solution to my academic challenges especially my study habit</td>
<td>3.10</td>
<td>0.44</td>
<td>HI</td>
</tr>
<tr>
<td>2</td>
<td>I develop worthwhile values due to information I received.</td>
<td>3.19</td>
<td>0.51</td>
<td>HI</td>
</tr>
<tr>
<td>3</td>
<td>Because of information service I understand my study habit weakness and possible solutions are provided to facilitate my performance</td>
<td>3.18</td>
<td>0.53</td>
<td>HI</td>
</tr>
<tr>
<td>4</td>
<td>Information service helps me to know my study potentials and improve on them</td>
<td>3.16</td>
<td>0.44</td>
<td>HI</td>
</tr>
<tr>
<td>5</td>
<td>Information service helps me to know my study potentials and improve on them</td>
<td>3.18</td>
<td>0.45</td>
<td>HI</td>
</tr>
</tbody>
</table>

**Cluster Mean**

| 3.16 | 0.47 | HI |

Field Work: 2018. Note: VHI = Very High Influence; HI = High Influence; MI = Moderate Influence; LI = Little Influence.

Table 4. Mean responses of the respondents on the influence of information service on study habits among adolescent students. $n=239$

The result presented in Table 4 reveals that information service has a cluster mean of 3.16. This indicates that, information service has a high influence on study habits among adolescent students. All the items have their mean scores above the cut-off point of 2.00. The item on ‘I develop worthwhile values due to information I received’, have the highest mean score ($\bar{X} = 3.19$).

The remaining items have their means ranging between 3.10-3.18. The Table also shows that the standard deviation of the items fall within the range of 0.44-0.53, this indicates that the respondents were convergent in their responses from the cluster mean.
5.5. Hypothesis 1
There is no significant influence of group counselling on study habits among adolescent students.

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>X</th>
<th>S.D</th>
<th>df</th>
<th>t_{cal}</th>
<th>t_{cri}</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Services</td>
<td>239</td>
<td>19.3</td>
<td>5.84</td>
<td>237</td>
<td>2.05</td>
<td>1.96</td>
</tr>
<tr>
<td>Study Habits</td>
<td>239</td>
<td>17.0</td>
<td>5.07</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Field Work: 2018. P<.05; df = 237; Crit. t = 1.96
Table 5. Summary of independent t-test analysis of group counselling influence on study habits among adolescent students.

The analysis in Table 5 produced a t-value of 2.30. When compared with the critical t-value of 1.96 at .05 confidence level with 237 degree of freedom, it was found to be greater. Based on this finding, the null hypothesis was rejected and the alternative hypothesis which states that, there is a significant influence of group counselling on study habits among adolescent students is retained.

5.6. Hypothesis 2
There is no significant influence of orientation service on study habits among adolescent students.

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>X</th>
<th>S.D</th>
<th>df</th>
<th>t_{cal}</th>
<th>t_{cri}</th>
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<td>Study Habits</td>
<td>239</td>
<td>17.0</td>
<td>5.07</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Field Work: 2018. P<.05; df = 237; Crit. t = 1.96
Table 6. Summary of independent t-test analysis of orientation service influence on study habits among adolescent students.

The analysis in Table 6 produced a t-value of 2.05. When compared to the critical t-value of 1.96 at .05 confidence level with 237 degree of freedom, it was found to be greater. Based on this finding, the null hypothesis was rejected and the alternative hypothesis which states that, there is a significant influence of orientation service on study habits among adolescent students is retained.
5.7. Hypothesis 3
There is no significant influence of one-on-one counselling on study habits among adolescent students.

![Table 7](image)

The analysis in Table 7 produced a t-value of 3.18. When compared to the critical t-value of 1.96 at .05 confidence level with 237 degree of freedom, it was found to be greater. Based on this finding, the null hypothesis was rejected and the alternative hypothesis which states that, there is a significant influence of one-on-one counselling on study habits among adolescent students is retained.

5.8. Hypothesis 4
There is no significant influence of information service on study habits among adolescent students.

![Table 8](image)

The analysis in Table 8 produced a t-value of 4.33. When compared with the critical t-value of 1.96 at .05 confidence level with 237 degree of freedom, it was found to be greater. Based on this finding, the null hypothesis was rejected and the alternative hypothesis which states that, there is a significant influence of information service on study habits among adolescent students is retained.
6. Discussion of findings

The findings of the study were discussed based on the purposes, research questions and hypotheses of the study.

6.1. Group Counselling and Study Habits

The result in research question one, reveals that group counselling has a high influence on study habits among adolescent students. This finding is in consonance with the finding of Mcclure (2000) who found that through groups, individuals accomplish goals and relate to others in innovative and productive ways. The researcher wish to suggest that counsellor should always imbibe in students the notions and benefits of group relation during counselling and after counselling. This will help study in their academics by discovering new ideas of study, so as to improve their academics.

The result of hypothesis one reveals that there is a significant influence of group counselling on study habits among adolescent students. This finding correlated with the finding of Deng (2001) who found that that group counselling assisted students to develop good skills, aptitudes, ideas and knowledge which could facilitate effective study habits.

6.2. Orientation Service and Study Habits

The result in research question two shows that, orientation service has a high influence on study habits among adolescent students. This finding is in line with the finding of Deng (2001) who found that orientation service enables the students to adjust to the school environment and develop good reading skills The researcher wish to suggest that school administrators should give prior attention to counsellor through providing of needed funds for the organization of orientation to students, on the need to change their study habit in order to improve their performance at school.

The analysis of hypothesis two showed that, there is a significant influence of orientation service on study habits among adolescent students. This finding is in line with the finding of Anwana (2001) who found that regular orientation organized in school by the professional counsellor will assist students to develop effective study habits.

6.3. One-on-one Service and Study Habits

The result in research question three showed that one-on-one counselling has a high influence on study habits among adolescent students. This finding is in line with the finding of Longman (2016) who found that one-on-one counselling which involve interpersonal relationship between a trained counsellor and a client fosters good academic performance. The researcher wish to suggest that, counsellors should adopt student-centred-
counselling approach, which will make students to approach counsellors without, hidden any fact in the course of their one-on-one counselling.

The analysis of hypothesis there showed that, there is a significant influence of one-on-one counselling on study habits among adolescent students. This finding correlated with the finding of Ekanem and Ench (2005) who found that students who take advantage of one-on-one counselling available in the school are likely to achieve good academic success than those who do not.

6.4. Information Service and Study Habits

The result in research question four showed that, information service has a high influence on study habits among adolescent students. This finding is in relation with the finding of Mduka (2008) who found that guidance and counselling information service has a great influence on students' indiscipline acts. The researcher wish to opine that school administrators in collaboration with school counsellor should improvise meaningful avenue in which students would be able to access information, in order to adjust in their study performance positively.

The analysis of hypothesis four showed that, there is a significant influence of information service on study habits among adolescent students. This finding is in line with the finding of Longman (2016) who found that counselling information is necessary at all times and the counsellors need to have up-to-date information about educational and training opportunities and in the area of personal and social concern.

7. Conclusion and recomendations

Based on the findings of the study, conclusion was drawn that counselling services had significant influence on study habits among adolescent students in public secondary schools in Ikot Ekpene Local Government Area of AkwaIbom State.

Based on the findings of this study, and the conclusions drawn, the following recommendations were made:

1. School administrator should ensure that counselling is allocated in the school time table, so as to help in improving adolescent students study habits.
2. The Akwalbom State Government should assist school administrators by organizing seminars; workshops; among others to equip students on how to improve on their study habits.
3. the Akwalbom State Government through the State Secondary Education Board should collaborate with the Parents Teachers Association (PTA) to provide a conducive environment in public secondary schools in IkotEkpene Local Government Area of
AkwaIbom State. Such collaboration will help to ensure that adolescent students adjust positively in the school and home through meaningful contributions from such collaboration.

4. The Ministry of Education should deploy counsellors to every public schools in IkotEkpene Local Government Area of AkwaIbom State. This would help to ensure that students are given adequate guidance which would assist them to adjust positively with their peers.

5. The school teachers should be provided with adequate knowledge through exposure and dedication to study of classroom situation to inculcate the right atmosphere for students to strive positively in the social setting.

References


