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Effect of Study Skills Counselling on Self-Efficacy and Academic Achievement of Secondary School Students in Ibadan-North, Oyo State, Nigeria

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Abstract

This study investigated the effect of study skills counselling on self-efficacy and academic achievement of some selected public secondary school students in Ibadan-North. The pretest-posttest, control group experimental design was used. Multistage, stratified simple random sampling technique was used to select 150 participants from two public senior secondary schools among other public secondary schools within Ibadan North Local Government Area of Oyo state. Seventy five (75) Participants were assigned to a treatment group of study skill counselling (SSC) and likewise seventy five (75) in the control group. Participants in the experimental group were exposed to eight weeks of study skill counselling, while the control group received non therapeutic attention. Three instruments titled Study Habit Inventory (SHI) (á=0.83). Self-Efficacy Scale (á=0.82). Academic Achievement Test on English Language (AATEL) consisting 50 multiple choice questions extracted from senior secondary school certificate past questions with(á=0.79) were used. Two hypotheses were tested at 0.05 level of significance. Data were analysed using analysis of covariance (ANCOVA). Treatment had a main significant effect ($F_{1, 147} = 2.355$, $p < 0.05$, $ç^2 = 0.016$) on improving academic achievement of senior secondary students exposed to SSC. There was also significant main effect of treatment ($F_{1, 147} = 6.802$, $p < 0.05$, $ç^2 = 0.044$) in enhancing self-efficacy of the students in the experimental group over the control group. The findings show that Study Skills Counselling (SSC) strategy significantly affects students' academic performance. Also, school psychologists training in human learning and memory assessment of individual differences should greatly facilitate their work in improving students study skills in the following areas: assessment based consultation, students' academic behaviour management, plan implementation, examination anxiety reduction strategies counselling and the provision of

in-service training for teachers and parents. Study skill counselling therefore should be included in curriculum planning across all educational levels so that study skills counselling and training are implemented as an academic programme for improvement on learners study habits for excellent academic performance.

Keywords: Study skill counselling, Self-efficacy, Academic achievement, Secondary school students

Introduction

Globally, academic performance plays an important role in every student's life (Richardson, Michelle, Abraham, & Bond, 2012). Academic performance as measured by the GPA (grade point average) for university undergraduates or by standardized assessments designed for selection purpose such as the SAT (Scholastic Assessment Test) WASCE (West Africa School Certificate Examination) these examinations determine whether a student will have the opportunity to continue his or her education at a university level or other higher institutions of learning. Therefore, academic performance defines whether one can take part in higher education, and based on the educational degrees one attains, influences one's vocational career after education. Excellent academic achievement at any level of scholastic pursuit in life is paramount to good success including that of senior secondary school students on the verge of transiting to tertiary institutions. High academic self-efficacy also enhances the confidence of every student. However, some learners are fraught with low academic achievement and therefore would perform abysmally low. A growing number of educational psychologists, researchers, academics, school administrators, public commentators, policy makers and concerned parents have concluded that academic performance in public secondary schools fall short of the desired standard (Richardson, Michelle, Abraham, & Bond, 2012; Ogundele, Gbenga , Olanipekun, Shola, & Aina, 2014)

Table 1: Percentage of students who passed with 5 credits including English and math

Year	% of students who passed with 5 credit including Math and English
2006	22
2007	20
2008	26
2009	26
2010	23
2011	30
2012	38.81
2013	36.5
2014	31.28

Sources: The Sun News, 2011 and Vanguard, 2014

Table 1 above shows the percentages of students who had five credits and above in WAEC including English language and Mathematics from 2006 to 2014, this results indicated that students' performance on the average were below 50% which was not too good.

According to Adesulu in vanguard news (2014) 38.81%, 36.57% and 31.28% had six credits including English and Mathematic in WAEC in year 2012, 2013 and 2014 respectively in Nigeria. This has been a major concern for government and the society. It is then obvious from the foregoing that one of the major problems facing the educational system in Nigeria is the abysmal failure of students in public examinations, particularly at the secondary level of education. It is disheartening to read about cases of mass failure in the performance of public secondary school students in the newspapers, especially at the school leaving certificate level. Poor academic performances are enormous and psychologically debilitating. Today, we see affected students develop the mindset that they can no longer make good academic success again, as a result of poor academic performance. In the contemporary educational world, as well as in the orthodox world, education laid emphasis on cause effect in teaching and learning situation. The relationship between study skill counselling and good study habit is symbolic, in that not only do study skill counselling promotes learning, this could also lead to a

much more result orientated academic achievement. According to Crow and Crow (2007), the chief purposes of study are: to acquire knowledge and habits which will be useful in meeting new situations, interpreting ideas, making judgments creating new ideas and to perfect skills. motivation study skills training and emotional variables play crucial role in academic success, this assertion amplifies the importance of study skill counselling to learning; since the acquisition of study skills will not only enhance study academic achievement, its successful implementation also has profound impact the students' academic self-efficacy. Husain (2000) stresses that lack of effective or positive (good) study habits is a critical study problem among students at all levels. Grace (2013) also maintains that the process of learning is still a little mysterious but studies do show that the most effective process is to train the students on acquisition in study skills techniques; for Ashish (2013) opines that if students must ensure academic success throughout the entire year, it is important to discontinue bad study habits and establish good ones. Adeniyi (2011) maintains that good study habits help students to study independently at home and aspire for higher educational career. The formation of good study habits in secondary school level further serves as the basis for students' performance in external examinations such as West African Examinations Council (WAEC), National Examinations Council (NECO) and Joint Admissions and Matriculation Board (JAMB). In the view of Agba (2013), unserious students do study anyhow without specific techniques, and he submits that such students are most likely to perform below average. Excellent academic achievement of children is often the expectation of parents (Osiki, 2001). Adeyemo (2006) believes that the effective study skills start before student even steps into the classroom. Home and school settings are the precise places to set a head start on how to develop good study skills from the very foundation of formal learning. Parents, school teachers, school counselors etc. are saddled with the task and the habit, when inculcated goes a long way to affect or influence the overall outcome of the student's academic achievement and his self-efficacy. Active study habit is a deliberate effort aimed at acquiring new knowledge either through reading of textbooks or by following a course of instruction designed to enrich one's practical

exposure in a given situation. Study is a self-directed education which compels determination, commitment and consistency of purpose. Lock, (1975) defines study as the application of mental faculties to the acquisition of knowledge. Study involves the use of one's mind and the application of mental effort. In the same vain, Akinboye (1980) conceives study as a determined, purposeful behaviour patterns, geared towards previewing, questioning and reviewing in an attempt to master an assignment. Audu (2004) states that study skills can be viewed as specific abilities developed by the learner for the purpose of mastering the study materials as well with a view to making the study effective and result-oriented, study, is an undertaking which requires the application of relevant skills in the devotion of one's time and thought on learning tasks for the purpose of acquiring new knowledge from such tasks. For the study to be result-oriented, relevant skills must be applied, therefore, leaners must imbibe progressive sustainable book learning activities and culture (i.e., study skills counselling) in order to study effectively. A good study habit is synonymous to good academic achievement i.e. success in academic. Any student that cultivates good study habits has no fear of what his learning outcome will be. Acquisition of good study skill can bring success and satisfaction during the school years, and they may bring the same in the working world. Studying is deliberate and purposeful learning is pursued autonomously (Akinboye, 1980). In her own submission, Audu (2004) emphasizes that it is important to consider the ability to self-organise and self-evaluate as well as use specific strategies; likewise she maintains that students should be taught various tactics and methods to monitor academic success. They insist that the most important consideration in improving study skills is to incorporate fundamental principles of effective learning into studying and that study skills can be taught to learners of all ages. Komarraju, Karau & Schmeck (2009) explain that learning requires the ability to focus on important information, the new information to previously learned materials, space and repeat trials, involve multiple materials available for incorporating these principles. Increasing focus on important information can be accomplished by, taking notes, concept mapping, constructs pre-reading or modifying reading strategies. Connecting new information to

previously learned material can be accomplished by linking mnemonics, spacing and repeating or trials can be accomplished with the SQ3R method in note taking. Methods to incorporate corrective feedback include, collaborative learning, reviewing corrected homework and tests, interactive video disk instructions, continuous rehearsing and the writing process. Students should not be expected to use all these methods for every subject, as that would be needlessly time consuming. (Audu, 2004) said the school psychologist's role is to help determine which learning principles are being neglected and to help teachers and students select the most helpful strategies from a menu of methods. This, they said, is based on the fact that, an appropriate strategies will vary according to the students styles of learning and personal habits, the subject matter and the teacher's teaching approaches and pedagogic instructional styles. According to Rana and Kausar (2011), in Evans and Julius (2015) many students fail not because they lack ability but because they do not have adequate study skills. Students who have difficulty in college frequently do not have adequate study habits that affect their academic achievement. Moreover, a study by Mendezabal (2013) found that students usually do not devote sufficient time to their studies and seldom have proper study habits. The study shows that the participants do not have favourable study habits and attitudes. Among the noted unfavorable study habits were inefficient time management, lack of planning and concentration in their studies, poor skills in reading, ineffective test taking techniques, and failure to inform their teachers of their difficulties with school work and ask for their help. Katelyn (2013) therefore, identifies fourteen positive or good study habits which students can employ in order to improve their academic performance. They are: attending all classes, reviewing your notes daily, reading material prior to it being covered in class, study daily, have at least one conference with the professor, develop and learn a word list for the course, read materials to improve your background in the course (other than text), attend help session, attend learning resource lab when available, develop a list of possible questions, ask questions in class, study an old exam (when available), avoid a last minute cram session, and sleep at least 8 hours the night before exams commence.

Counselling is a constructive profession and practice useful in helping anybody regardless of age: useful for different people of all races and different walks of life. Families, marriages, government institutions like secondary schools, colleges, universities, and non-governmental establishments have utilized the benefits of counselling services and therapies for self-growth, self-restructuring and self-development. Counselling as a practice combines many forms of services to humanity globally including school counselling educational, vocational, psychosocial and personal information that are preventative, curative, restructuring and generative in nature (Killian, 2018). Study Skill Counselling (SSC) is focused on redirecting students study skills practices with a view to improve learners academic development across the varying scholastic levels. For successful study habit/practices to be inculcated in the learners, it is not limited to cognitive domain alone, but includes affective and psychomotor consideration as well: Does the student understand that he or she has some control over his or her academic achievement? Student whose locus of control is primarily external will need to be led through successful experiences to help them understand that the effort they expend relates to the outcome they experience, and that their success in school is not simply an effect of innate ability or luck, but that adequate and progressive study practices is required as well. Is lack of motivation a concern? Is the purpose of learning the material understood? To increase motivation and the ability to comprehend the purpose of the material, including why the teacher assigned the material and how the assignment relates to students learning goals. Understanding the purpose of material also includes understanding the author's intentions and reading actively to answer questions. Similarly, students often need help bridging the information they are learning in related subjects such as English, Mathematics, Science and Social Studies to their lives. Group discussions, individual counselling and discussions led by older students can be helpful in this regard.

Social cognitive theory is the overarching theoretical framework of the self-efficacy construct. Within this perspective, Bandura (1986) defined self-efficacy as one's self-judgment of personal capabilities to initiate and successfully perform specific tasks at designated levels,

expends greater effort and perseveres in the face of adversity. Self-efficacy is hypothesized to influence choice of activities, effort expenditure, perseverance, and task accomplishments. Bandura (1986) also suggests that self-efficacy helps understands the relationship between people's cognitive processes and behaviuoral changes. Self-efficacy influences students in much the same way that mastery orientation does. It affects the students in the extent that they are compelled to engage and persists on task at hand and on what they have studied. Pajare (1996) said that for example, students with high self-efficacy are much likely to choose challenging tasks and to persist in learning these tasks, than those who have low self-efficacy. According to the American heritage dictionary, the word 'self' means the total essence, or particular being of one person, the individual, the qualities of one's person distinguishing him from another, while the word efficacy means the power or capacity to produce the desired effect, ability to achieve results effectively. Self-efficacy then, is a sense that one is competent and it has to do with seeing oneself as competent and effective students with high degree of self-efficacy also seem to be more persistent and dependable. They are less anxious of the academic tasks ahead of them. On the other hand, those who have poor sense of self-efficacy do not believe that they can accomplish certain academic tasks or responsibilities. They often avoid situations where they are threatened and will shy away from most academic tasks that they believe they cannot do well. This can become a serious problem when a student determines that "I cannot do the task", "I will not try to do the task", and "I will never be able to do the task" in the real sense, this type of student has no confidence. A student would enhance his self-efficacy when he tries to do that which he feared or believed he cannot accomplish. For example, a test or examination before a secondary school student. High self-efficacy belief makes life a bit easier and one's endeavours more achievable, people with high self-efficacy belief are more likely to: Set higher goals and pursue to accomplish them, accept and manage more difficult challenges; Feel generally good about themselves and nurture good self-esteem; Commit more effort towards accomplishing their set goals/objectives. While on the other hand, students with low self-efficacy beliefs are prone to lack

of confidence in their own abilities. This will manifest itself in a variety of ways in their daily lives. They may try to hide it but it is always there and will control their lives in many ways, it may cause them to: limit their dreams, aspirations and goals because they do not believe they can do more; turn or shy away from difficult challenges; Focus on the potential for failure rather than hope for success; examine their weaknesses rather than exploit their area of strength.

On self-efficacy and academic achievement researchers have been successful in proving that self-efficacy beliefs are positively related to and influences academic achievement and that these beliefs mediate the effect of skills previous experiences and mental ability or other beliefs on subsequent achievement. Over the years there have been several studies that address academic self-efficacy as a determinant of success of high school to university transitions (Chemers, Hu, and Garcia, 2001, Choi, 2005; Hampton & Mason, 2003). Schunk, (1991, 1981) and his colleagues effectively demonstrated the causal influence of self-efficacy on students' academic achievement. He increased students self-efficacy beliefs by providing them with instructional strategies designed to enhance their competence, strategies such as modeling strategy training, goal setting, and providing reward attributed feedback, programme feedback. The increase in self-efficacy also resulted in improved performance. In several studies, Schunk (1997, 1998) assessed student's self-efficacy for learning novel tasks prior to instruction and then related that self-efficacy to subsequent achievement and motivation during instruction. Other findings showed that efficacy beliefs influence effects of possessed skills on subsequent achievement by influencing effort, persistence and perseverance. Using a metal-analysis model, Devine and Philips, (2001) submitted in a different studies that ability and belief are seen to be significantly correlated with self-efficacy as having high sounding influence upon studies and achievement performance using low grade English language students. Although he cautioned that educators should not be so quick as to assume that students achieving high grades are not susceptible to problems. Thus, self-efficacy also enhances student's memory performance by enhancing persistence. Students who believe they have the means for performing successfully

are apt to feel efficacious about doing so. As they work on task and apply the strategy, they note their progress, which strengthens their self-efficacy. Having students verbalize the strategy as they apply it, especially in the early stages of learning, also raises self-efficacy; because verbalization directs students' attention to important tasks features, assists strategy, encoding and retention and helps them work systematically.

Study skills and self-efficacy control beliefs have been shown to influence memory performance (Pintrich and De Groot, 1990). This concerns a person's perception of their ability to influence their own memory. To Lachman (1991), negative belief about memory performance may lead to challenges and reduced effort dependence on others decreased motive and depression. Self-efficacy also correlates with indexes of self-regulations especially the use of effective learning strategies. Self-efficacy, self-regulation and cognitive strategy use are positively inter-correlated and predict achievement (Pintrich and De Groot, 1990). Student with self-efficacy for successful problem solving display greater performance monitoring and persist longer than students with lower self-efficacy.

A comprehensive eleven-week programme for teaching study skills, modify behaviour and improving test-taking strategies was found to significantly reduce test anxiety and increase academic performance (Beidel, Turner and Taylor – Ferraveira, 1999). Similarly, in a meta-analysis of research studies on study skill training, Hattie, Biggs and Purdie (1996) found that institution in study skills reduces anxiety. Computer-assisted instruction materials have been developed by a number of textbook authors, and these can be extremely useful to increase comprehension. Computer assisted instruction uses a computer programme, often on a CD-ROM in "interactive Video Disc instruction" to guide and individualize instruction. These strategies have been found to greatly increase knowledge of algebra (Kime and Clark, 1998) and biology (Jones, 1993). Similar results have been found with students at the community college level where study skills instruction resulted in approximately 20% more of the students passing math courses (Seon and King, 1997). Naveh-Benjamin, Mckeachie and Lin (1987) found evidence for two types of

test-anxious student, those with poor study habits, who have problems in encoding organizing and retrieving the information learned, and those with good study habits who have a major problem only in retrieving the information learned during examination. The latter did fairly well in non-threatening situations, presumably because of a sufficient knowledge of the subject matter.

Statement of the Problem

Academic failure has been on the increase at the pubic secondary school level. Mostly, secondary school leavers' academic self-efficacy had been negatively and seriously affected. Most of them have the mindset, that they may never attain academic success at a sitting for the West African external examinations such as West African Examinations Council (WAEC), National Examinations Council (NECO) and Joint Admissions and Matriculation Board (JAMB). Hence, the research was conceived with a view to manage problems militating against learners study skills practices and their academic self-efficacy.

Hypotheses

Two null hypotheses were stated and tested in this study at 5% level of significance.

1. There will be no significant main effect of treatment (SSC) in the academic achievement of the students exposed to study skills counselling and the control group.

2. There will be no significant main effects in the academic self-efficacy of students treated with study skills counselling and the control group.

Methodology

The study adopted a pre-test-post-test, control group quasi experimental design. The psychological treatment used in this study is Study Skill Counselling (SSC). The participants for this study comprised 150 public senior secondary school in SS I male and female students selected through multistage, stratified, and simple random sampling technique from two public senior secondary schools from Ibadan North Local Government Area. The students were assigned to a treatment group of study skill

counselling (SSC) and the control group. Each group consists of seventy-five (75) students. Their ages ranges between 14-17 years with a mean of 15 years and a standard deviation of 3.4. Students in the experimental group were exposed to eight weeks of (SSC) while the control received non therapeutic attention. Three instruments used include: Study Habit Inventory (SHI) Bakare (1977), Self-Efficacy Scale (SES) (Morgan and Jinks, 1999) and Academic Achievement Test on English Language (AATEL) culled from past WAEC multiple choice questions.

Three instruments titled Study Habit Inventory (SHI) (á =0.83). Study skills of students were measured by study habit inventory (SHI The scale is made up of 45 items on different aspects of study habits which were a five point scale ranging from Most like me (5); Like me (4); (3); Habit like mine (2); and Not like me (1) Where the respondents are to indicate their degree of agreement with each item by ticking. Self-Efficacy Scale (á =0.82) Academic self-efficacy of students was measured by student self-efficacy scale (SSES). The instrument has 15 items. Responses were in Likert format ranging from: Strongly Agree (SA) =5 and Strongly Disagree (SD) =1.

Academic Achievement Test on English Language (AATEL) consisting 50 multiple choice questions extracted from senior secondary school certificate past questions with á =0.79. The correct response attracted a score of 2. There was no score earned for a wrong response to any of the items. The instrument has a minimum and maximum obtainable score of 0 and 100 respectively.

Two hypotheses were tested at 0.05 level of significance. Data were analysed using analysis of covariance (ANCOVA).

The researcher obtained approval from the school authority of each school. The instruments were administered at the pre-test and post-test to the students i.e. the control group and the experimental group without any previous training to the experimental group at the pre-test. The exercise was carried out within eight (8) weeks of the school academic term.

SSC Session 1: General orientation and administration of instrument to obtain a pre-test scores.

SSC Session 2: You determine your learning outcome/self-regulation and time-table (block of time).

SSC Session 3: Goal Setting and objectives, Adherence/stick-to-it-ness: Physical Readiness and Mental Preparation (Reading time, reviewing recent information, repeat, rest, eat well, sleep well.)

SSC Session 4: Learning styles and self-understanding (eat well, rest, relax, sleep, and follow your schedule of few hours a day).

SSC Session 5: Prep to day-to-day study habit; Techniques of studying (Review new information daily, note-taking, test yourself).

SSC Session 6: SQ3R and other study strategies memory techniques, mnemonics chunking, rehearsal, elaboration, test-retest your comprehension.

SSC Session 7: Adherence/stick-to-it-ness/Revision.

SSC Session 8: Administration of instrument to obtain Post-test scores data collected on this study were analysed using the analysis of covariance (ANCOVA). It was carried out at 0.05 level of probability.

Results

Ho1: There will be no significant main effect of treatment in enhancing academic achievement of in-school adolescents exposed to study skills counselling (SSC) and the control group.

To test this hypothesis, Analysis of Covariance (ANCOVA) was adopted to analyse the post-test scores of the participants on academic achievement using the pre-test scores as covariate to ascertain if the post experimental differences are statistically significant. The summary of the analysis is presented in Table 2.

Table 2: Summary of Analysis of Covariance (ANCOVA) Post-Test Academic Achievement Enhancement of Senior Secondary School Students Exposed to Study Skills Counselling (SSC) and the Control Group

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	896.084[a]	2	448.042	4.140	.018	.053
Intercept	2243.036	1	2243.036	20.728	.000	.124
Pretest	350.240	1	350.240	3.237	.074	.022
Trt	254.863	1	254.863	2.355	.047	.016
Error	15907.010	147	108.211			
Total	329072.000	150				
Corrected Total		16803.093	149			

a. R Squared = .053 (Adjusted R Squared = .040)

The results from Table 2 showed that there is significant main effect of treatments in enhancement of academic achievement of the participants ($F_{1, 147} = 2.355$, $p < 0.05$, $ç^2 = 0.016$). This means there is significant difference in the mean scores of the academic achievement enhancement of the in-school adolescents exposed to Study Skills Counselling (SSC) when compared with the control group. Hence, hypothesis one is not accepted. It was therefore concluded that there was significant main effect of treatments in enhancing of academic achievement of in-school adolescents. This implies that Study Skills Counselling (SSC) is effective in enhancing academic achievement of in-school adolescents. The participants in SSC (Mean = 68.96) enhanced the academic achievement significantly better than those in the control group (Mean = 36.22).

Ho2: There will be no significant main effect of treatments in enhancing self-efficacy of in-school adolescents treated with study skills counselling (SSC) and the control group.

To test this hypothesis, Analysis of Covariance (ANCOVA) was adopted to analyse the post-test scores of the participants on their level of self-efficacy using the pre-test scores as covariate to ascertain if the post experimental differences are statistically significant. The summary of the analysis is presented in Table 3.

Table 3: Summary of Analysis of Covariance (ANCOVA) Post-Test Self-Efficacy Enhancement of Senior Secondary School Students

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1355.949[a]	2	677.974	6.452	.002	.081
Intercept	1935.208	1	1935.208	18.416	.000	.111
Pretest	673.282	1	673.282	6.407	.012	.042
Trtgroup	714.728	1	714.728	6.802	.010	.044
Error	15447.144	147	105.083			
Total	329072.000	150				
Corrected Total		16803.093	149			

The results from Table 3 showed that there is significant main effect of treatments in enhancement of self-efficacy of the participants ($F_{1, 147} = 6.802$, $p < 0.05$, $ç^2 = 0.044$). This means there is significant difference in the mean scores of the self-efficacy enhancement of the in-school adolescents that exposed to Study Skills Counselling (SSC) when compared with control group. Hence, hypothesis two is not accepted. It was therefore concluded that there is significant main effect of treatments in enhancing self-efficacy of in-school adolescents. This implied that SSC is effective in enhancing self-efficacy of in-school adolescents. The participants in SSC (Mean = 56.29) enhanced the self-efficacy significantly better than those in the control group (Mean = 39.16).

Discussion

The study investigated the effect of study skills counselling on self-efficacy and academic achievement of secondary school students.

The first hypothesis stated that there will be no significant effect of treatment on the academic achievement of students exposed to study skills counselling and the control group. The result obtained indicates that significant difference exists between the two groups. ($F_{1, 147} = 2.355$, $p < 0.05$, $ç^2 = 0.016$). The participants in SSC (Mean = 68.96) enhanced the academic achievement significantly better than those in the control group (Mean = 36.22).

Hence, there was significant effect in the academic achievement of students exposed to study skills counselling (SSC) experimental group than the control group. The performance of the treated group was much better compared with those students that were not exposed to the counselling sessions.

This result correlates with Beidel, Tunner, and Taylor – Ferrara (1999) findings; a comprehensive eleven week program for teaching study skills was found to significantly reduce test – anxiety and increase academic performance. Similarly, the findings of Seon and King (1997) from their study of students from community college level, where study skills instruction resulted in approximately 90% in which most of the students passed math courses support the present findings on this study. This implies that, exposing students to study skills training is very important, as this has been discovered to lead to better academic performance, Hattie, Biggs and Purdie (1996) emphasize that performance positively correlates with reading and math achievement, self-monitoring and strategic help seeking which are all vital skills in study skills counselling.

In addition, the reports by (Higgins and Boone, 1994), Kime and Clerk, 1998; Lalise and Olso, 1994, and Jones, 1993) that study skills strategies have been found to greatly increase knowledge of social studies and this lend a good credence to the present findings which all buttressed the importance of study skills training in promoting good academic achievement in the educational filed. This pre supposes that exposing students at any level in schools or in whatever setting to these various study skills will yield positive result. Hence, the hypothesis was rejected based on the fact that there was indeed significant difference between the academic achievement of students treated with study skills training i.e. (experimental group) and those that are not treated i.e. control group.

The second hypothesis states that there will be no significant effect in the academic self-efficacy of students treated with study skills counselling (SSC) and the control group.

The result obtained on this hypothesis indicates that a significant effect exists between the two groups ($F_{1, 147} = 6.802$, $p < 0.05$, $ç^2 = 0.044$). The participants in SSC (Mean = 56.29) enhanced the self-efficacy significantly better than those in the control group (Mean = 39.16).

Study skills counselling has predictive effect on the academic self-efficacy. This means that students who were exposed to study skills counselling displayed high academic self-efficacy than the control group. This corresponds with the result obtained by Zarit, Cole and Guilder (1981) who compared a memory training group and control group on memory training complaints and memory performance. Memory training group improved on current events but they reported that the control group decreased, but the memory training eventually increased in recall. The result is also in accordance with (Bouffard-Bouchard, Parent and Lavicee, 1991) that students exposed to self-efficacy for successful problem solving, display greater performance monitoring and persist longer than students with lower self-efficacy.

This result shows that there was interactive effect of treatment on the academic achievement and self-efficacy of the public secondary school students. Hence, the null hypotheses were rejected based on the outcomes of the result which shows that there were significant effect of treatments on the academic achievement and improved self-efficacy of the treated group, i.e. experimental group compared to those that were not treated, i.e. control group.

Conclusion

Based on the findings at this study, it is hereby concluded that: treatment study skill counselling (SSC) had significant effect on the academic achievement of participants exposed to study skills counselling and the control group and that significant main effect also exist in the academic self-efficacy of the experimental and the control group.

Furthermore, self-understanding, individual learning styles, time management, reading and note taking with exam were the study skills counselling strategies that predict academic achievement and academic self-efficacy of the respondents. Hence, study skills counselling should be enhanced in all our secondary schools. This is because study skills counselling will go a long way to improve the students' academic achievement.

Recommendations

i. Study skills counselling strategy significantly affect students functioning and can be taught at all ages and levels of ability.
ii. Study skill counselling is a recommended intervention to improve learner's study habit at all levels of scholastic pursuit especially at the senior secondary school level.
iii. Study skills should be implemented in counselling presentation programmes or pre-referral stages, thus preventing the need for unnecessary extensive assessment.
iv. School psychologists training in human learning and memory assessment of individual difference should greatly facilitate their work in improving students study skills in the following areas: assessment based consultation, students' academic behaviour management, plan implementation, examination anxiety reduction strategies counselling and the provision of in-service training to teachers and parents.
v. School psychologists can effectively influence both teacher and curriculum so that study skills counselling/training are implemented across curriculum lines.
vi. Effective remediation requires that the school psychologist, students, teachers and parents work together closely to determine appropriate procedures, designate responsibilities and design techniques to encourage study skills generalization.
vii. The school psychologists work is to help determine which learning principles are being neglected and to help teachers and students select the most helpful strategies from a menu of available methods.
viii. Students should be taught holistic methods of academic readiness: mental preparations as well as psych-physical preparations; as all these are paramount successful academic achievement.

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